## AUTHROIZATION TO OBTAIN CONSULTANT

1 **Department making Request** Office of Director **Date** 11-20-67

2 **Consultant or Firm** Scholarship, Education and Defense Fund for Racial Equality, In

3 150 Nassau Street New York New York, 10038
**Address** **City** **State**

4 **Other Consultants or Firms Solicited**

NONE

5 **If # 3 is None State Reason** The persons in this organization were already doing work for CDGM and is familiar with the program and its goals.

6 **Purpose (Define Work Scope)** To do leadership training for the representatives of the community committees and the Area Councils.

7 **Number of Days (Per Contract)** 22 days @ $100 = $2200.00 } $ 5500.00
44 days @ $75 = $3300.00

8 **Rate of Compensation (Per Contract)** Consultants $75/day & $100/day

9 **Total Compensation not to Exceed (Contract)** $5,500.00

10 **Per Diem (Per Contract not to Exceed $12 per day)** $792.00

11 **Travel (Estimate for Budgetary Purposes)** $1,800.00

Other: Administrative Charge (10%) ------- $629.20 (10% on Comp. & Per Die

~~Approved By:~~
Thomas Date 11.20.67
Division or Department
(Head)

Thomas 11.20.67
Director Date

**Approval of Finance Department**
Line Item Account Code 206
Budget Officer
Date 30 November 1967
Business Manager
Date 11/20/67
Comptroller
Date 11-20-67

Account Code 206
Community Program Development
$8,721.20
To Acct 11/30/67

The Agency shall furnish the following services, data, and information to the Contractor:

1. Transportation of trainers to and from workshops and other training sessions.

2. C. O. D. charges on audio-visuals.

3. Transportation of and room and board expenses of 150 trainees selected from Area Councils, Community Committees and CDGM staff.

2. The Contractor shall commence performance of this Contract of the 27th day of November, 19 67, and shall complete performance to the satisfaction of the Agency no later than the 18th day of December, 1967.

3. The Contractor shall maintain such records and accounts, including property, personnel, and financial records, as are deemed necessary by the Agency or the Director of OEO to assure a proper accounting for all project funds, both Federal and Non-Federal shares. These records will be made available for audit purposes to the Agency, the OEO or the representative, and will be retained for three years after the expiration of this Contract unless permission to destroy them is granted by both the Agency and the Director of OEO.

4. The Contractor shall be compensated at the rate of $75.00 2 consultants $100.00 3 consultants per day with a travel allowance as specified below:

a. Amount and frequency of payments Three installments - $4,500-10 days within signing the contract; $1,500 on or before Dec. 10 and final payment upon completion of contract on or before Dec. 18. Upon receival of report.

b. Maximum amount of payment for this contract $5,500 - 2 consultants for 22 days @ $75/day; total $3,300; 1 consultant @ $100/day for 10 days; total $1,000; 2 consultants @ $100/day for 6 days; total $1,200.
(not to include travel and per diem allowance)

c. Travel 9 round trip plane fares @ $200 = $1,800.00

d. Per diem 2 consultants @ $12/day $528; 1 consultant @ $120; 2 consultants @ $144 = $792

e. Maximum amount of allowance for travel and per diem

$2,592 + Administrative Charge of 10% $629.20

5. This Agreement is subject to and incorporates the attached Part II, "Terms and Conditions Governing Contracts Between Community Action Program Agency and Contractor for Professional or Technical Services to a Community Action Program".

6. The Contractor agrees to assist the Agency in complying with all of the "Conditions Governing Grants under Section 204 and 205 of the Economic Opportunity Act of 1964".

Covering Contract -
Start - Nov. 27, 1967
End - Dec. 17, 1967

1st. Installment - $4500.00 - rec'd 12/18/67

## AUTHROIZATION TO OBTAIN CONSULTANT

1 **Department making Request** Office of Director **Date** 11-20-67

2 **Consultant or Firm** Scholarship, Education and Defense Fund for Racial Equality, Inc

3 150 Nassau Street New York New York, 10038
**Address** **City** **State**

4 **Other Consultants or Firms Solicited**
NONE

5 **If # 3 is None State Reason** The persons in this organization were already doing work for CDGM and is familiar with the program and its goals.

6 **Purpose (Define Work Scope)** To do leadership training for the representatives of the community committees and the Area Councils..

7 **Number of Days (Per Contract)** 28 days

8 **Rate of Compensation (Per Contract)** $5,500.00

9 **Total Compensation not to Exceed (Contract)** $8,882.20

10 **Per Diem (Per Contract not to Exceed $12 per day)** $792.00

11 **Travel (Estimate for Budgetary Purposes)** $1,800.00

Other: Administrative Charge $640.20

**Approved By:**
O. H. Thomas **Date** 11.20.67
**Division or Department**
**(Head)**

O. H. Thomas
**Director**
11.20.67
**Date**

**Approval of Finance Department**
**Line Item** Account Code 206
**Budget Officer** Albert W. Robertson
**Date** 20 November, 1967
**Business Manager**
**Date** 11/20/67
**Comptroller**
**Date** 11-20-67

Account Code 206
Community Program Development
$8,882.20
To Acct. 11/30/67

## CONTRACT

### PART I (of 2 parts)

THIS AGREEMENT, entered into as of this 20th day of November, 1967, by and between Scholarship, Education and Defense Fund for Racial Equality, Inc. of the City/ County of New York, State of New York, hereinafter referred to as the "Agency", and The Child Development Group of Mississippi of the City/County of Jackson - Hinds State of Mississippi, hereinafter referred to as the "Contractor".

WITNESSETH THAT:

The Agency and the Contractor do mutually agree as follows:

1. The Contractor shall, in a satisfactory and proper manner as determined by the Agency, perform the following:

To provide leadership training for the representatives of the community committees and Area Councils.

The Agency shall furnish the following services, data, and information to the Contractor:

1. Transportation of trainers to and from workshops and other training sessions

2. C.O.D. charges on audio-visuals

3. Transportation of and room and board expenses of 150 trainees selected from Area Councils, Community Committees and CDGM staff.

2. The Contractor shall commence performance of this Contract of the 27th day of November, 19 67, and shall complete performance to the satisfaction of the Agency no later than the 17th day of December, 19 67.

3. The Contractor shall maintain such records and accounts, including property, personnel, and financial records, as are deemed necessary by the Agency or the Director of OEO to assure a proper accounting for all project funds, both Federal and Non-Federal shares. These records will be made available for audit purposes to the Agency, the OEO or the representative, and will be retained for three years after the expiration of this Contract unless permission to destroy them is granted by both the Agency and the Director of OEO.

4. The Contractor shall be compensated at the rate of $75.00 2 consultants $100.00 3 consultants per per day with a travel allowance as specified below:

a. Amount and frequency of payments. Three installments - $4,500 10 days within signing the contract; $1,500 on or before Dec. 10 and final payment upon completion of contract on or before Dec. 18. Upon receival of report.

b. Maximum amount of payment for this contract $8,882.20 - 2 consultants for 22 days @ $75 per day 1 consultant @ $100 per day for 10 days - 2 consultants @ $100 per day for 6 days (not to include travel and per diem allowance)

c. Travel 9 round trip plan fares @$200 = $1,800.00

d. Per diem 2 consultants @ $12 per day $528; 1 consultant @ $120 2 consultants @ $144 =$792.00

e. Maximum amount of allowance for travel and per diem $2592.00 + Administrative Charge of 6% $640.20

5. This Agreement is subject to and incorporates the attached Part II, "Terms and Conditions Governing Contracts Between Community Action Program Agency and Contractor for Professional or Technical Services to a Community Action Program".

6. The Contractor agrees to assist the Agency in complying with all of the "Conditions Governing Grants under Section 204 and 205 of the Economic Opportunity Act of 1964".

The Agency shall furnish the following services, data, and information to the Contractor:

1. Transportation of trainers to and from workshops and other training sessions

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3. Transportation of and room and board expenses of 150 trainees selected from Area Councils, Community Committees and CDGM staff.

2. The Contractor shall commence performance of this Contract of the 27th day of November, 19 67, and shall complete performance to the satisfaction of the Agency no later than the 17th day of December, 19 67.

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a. Amount and frequency of payments. Three installments - $4,500 10 days within signing the contract; $1,500 on or before Dec. 10 and final payment upon completion of contract on or before Dec. 18. Upon receival of report.

b. Maximum amount of payment for this contract $8,882.20 - 2 consultants for 22 days @ $75 per day 1 consultant @ $100 per day for 10 days - 2 consultants @ $100 per day for 6 days
(not to include travel and per diem allowance)

c. Travel 9 round trip plan fares @$200 = $1,800.00

d. Per diem 2 consultants @ $12 per day $528; 1 consultant @ $120 2 consultants @ $144 =$792.00

e. Maximum amount of allowance for travel and per diem $2592.00 + Administrative Charge of 6% $640.20

5. This Agreement is subject to and incorporates the attached Part II, "Terms and Conditions Governing Contracts Between Community Action Program Agency and Contractor for Professional or Technical Services to a Community Action Program".

6. The Contractor agrees to assist the Agency in complying with all of the "Conditions Governing Grants under Section 204 and 205 of the Economic Opportunity Act of 1964".

7. IN WITNESS WHEREOF, the Agency and the Contractor have executed this Agreement as of the date first above written.

Ronnie M. Moore ______________ C. H. Thomas ______________

Contractor SEDFRE, INC. Agency

By: Leadership Development Director BY: ______________

Position: Position:

Attest: ______________ ______________

PART II (of 2 parts)

Terms and Conditions Governing Contracts for Professional or Technical Services to a Community Action Program.

In addition to any conditions specified in Part I, this Contract is subject to all of the conditions listed below. Waiver of any of these conditions must be upon the express written approval of any authorized representative of the Office of Economic Opportunity, and such waiver shall be made a part of this Contract.

1. Termination of Contract. If, through any cause, the Contractor shall fail to fulfill in timely and proper manner his obligations under this Contract, or if the Contractor shall violate any of the convenants, agreements, or stipulations of this Contract, or if the grant from OEO under which this Contract is made is terminated by OEO, or if the Agency herein is the delegate agency of an OEO grantee, and the contract by which such delegation is made is terminated, the Agency shall thereupon have the right to terminate this Contract by giving written notice to the Contractor of such termination and specifying the effective date thereof. If the Contractor is unable or unwilling to comply with such additional conditions as may be lawfully imposed by OEO on the grant or contract under which the agency is performing the program to which these professional services are being rendered, the Contractor shall have the right to terminate the Contract by giving written notice to the Agency, signifying the effective date thereof. In the event of termination all property and finished or unfinished documents, data, studies, and reports purchased or prepared by the Contractor under this Contract shall, at the option of the Agency, become its property and the Contractor shall be entitled to compensation for any unreimbursed expenses necessarily incurred in satisfactory performance of the Contract. Notwithstanding the above, the Contractor shall not be relieved of liability to the Agency for damages sustained by the Agency by virtue of any breach of the Contract by the Contractor, and the Agency may withhold any reimbursement to the Contractor for the purpose of set-off until such time as the exact amount of damages due the Agency from the Contractor is agreed upon or otherwise determined.

2. Changes. The Agency may, from time to time, request changes in the scope of the services of the Contractor to be performed hereunder. Such changes, including any increase or decrease in the amount of the Contractor's compensation, which are mutually agreed upon by and between the Agency and the Contractor, must be incorporated in written amendments to this Contract.

3. Travel Expenses. If the Contractor is to be reimbursed for travel expenses, and (1) if the Contractor is a public agency, expenses charged for travel shall not exceed those allowable under the customary practice in the government of which the agency is a part, or (2) if the Contractor is a private agency, expenses charged for travel shall not exceed those which would be allowed under the rules of the United States Government governing official travel by its employees.

4. Publication and Publicity. The Contractor may publish results of its function and participation in the approved Community Action Program without prior review by the Agency, provided that such publications acknowledge that the program is supported by funds granted by OEO pursuant to the provisions of the Economic Opportunity Act of 1964, and that five copies of each such publication are funished to OEO, plus such copies to the Agency as the Agency may reasonably require.

5. Copyrights. If the Contract results in a book or other copywrightable material, the author is free to copyright the work, but the Office of Economic Opportunity reserves a royalty-free, nonexclusive and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, all copyrighted material and all material which can be copyrighted resulting from the Contract.

6. Patents. Any discovery or invention arising out of or developed in the course of work aided by this Contract shall be promptly and fully reported to the Agency and to the Director of OEO for determination as to whether patent protection on such invention or discovery shall be sought and how the rights in the invention or discovery, including rights under any patent issued thereon, shall be disposed of and administered, in order to protect the public interest.

7. Labor Standards. All laborers and mechanics employed by contractors or subcontractors in the construction, alteration or repair, including painting and decorating of projects, buildings and works which are federally assisted under this Contract shall be paid wages at rates not less than those prevailing on similar construction in the locality as determined by the Secretary of Labor in accordance with the Davis-Bacon Act, as amended (40 U.S.C. 276-a276-a-5).

8. Convenant Against Contingent Fees. The Contractor warrants that no person or selling agency or other organization has been employed or retained to solicit or secure this Contract upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee. For breach or violation of this warrant, the Agency shall have the right to annul this Contract without liability or, in its descretion, to deduct from the compensation, or otherwise recover, the full amount of such commission, percentage, brokerage or contingent fee.

9. Discrimination in Employment Prohibited. The Contractor will not discriminate against any employee employed in the performance of this contract, or against any applicant for employment in the performance of this contract because of race, creed, color, or national origin. The Contractor will take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, creed, color, or national origin. This requirement shall apply to, but not be limited to, the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising, lay-off or termination; rates of pay or other forms of compensation, and selection for training, including apprenticeship. In the event that the Contractor signs any contract which would be covered by Executive Order 10925 (March 6, 1961) or Executive Order 11114 (June 22, 1963) the Contractor shall include the equal-employment opportunity clause specified in section 301 of Executive Order 10925, as amended.

10. Discrimination Prohibited. No person in the United States shall, on the ground of race, creed, color or national origin, be excluded from participation in, be denied the proceeds of, or be subject to discrimination in the performance or this Contract. The Contractor will comply with the regulations promulgated by the Director of OEO, with the approval of the President, pursuant to the Civil Rights Act of 1964 (45 C.F. R. Part 1010).

11. Political Activity Prohibited. None of the funds, materials, property or services contributed by the Agency or the Contractor under this Contract shall be used in the performance of this Contract for any partisan political activity, or to further the election or defeat of any candidate for public office.

12. Religious Activity Prohibited. There shall be no religious worship, instruction or proselytization as part or in connection with the performance of this Contract.

13. Compliance with Local Laws. The Contractor shall comply with all applicable laws, ordinances, and codes of the State and local governments.

14. Reports and Inspections. The Contractor shall make financial, program progress, and other reports as requested by the Agency or the Director of OEO, and will arrange for on-site inspections by Agency or OEO representatives at the request of either.

Contract -
Start - July 21, 1967
End - Oct. 15, 1967

# CONTRACT

## PART I (of 2 parts)

THIS AGREEMENT, entered into as of this nineteenth day of July, 1967, by and between Child Development Group of Mississippi of the City/ ~~County~~ of Jackson, State of Mississippi, hereinafter referred to as the "Agency", and Scholarship, Education and Defense Fund, Inc. of the City/~~County~~ of New York State of New York, hereinafter referred to as the "Contractor".

WITNESSETH THAT:

The Agency and the Contractor do mutually agree as follows:

1. The Contractor shall, in a satisfactory and proper manner as determined by the Agency, perform the following:

- conduct a training workshop for Area Staff members, Area Council members, and relevant Central Staff members to prepare them for decentralization process. This session will be conducted by use of sensitivity training (T-group) techniques.

- provide intensive training for two (2) Area Councils to be chosen by CDGM for decentralization. This training will include individual consultation, classes, and seminars in areas of human relations, problem solving, social change, anti-poverty programs, leadership techniques, Area Council operation and other relevant subject areas.

- provide periodic written reports and summaries of activities - one after first Human Relations Seminars, one after completion of work with first Area Council, and a final report after completion of services.

The Agency shall furnish the following services, data, and information to the Contractor:

-provide use of CDGM rental cars, pending their availability.

-provide necessary meeting places.

-pay round trip plane fares for consultants.

2. The Contractor shall commence performance of this Contract of the 21st day of July, 1967, and shall complete performance to the satisfaction of the Agency no later than the 15th day of October, 1967.

3. The Contractor shall maintain such records and accounts, including property, personnel, and financial records, as are deemed necessary by the Agency or the Director of OEO to assure a proper accounting for all project funds, both Federal and Non-Federal shares. These records will be made available for audit purposes to the Agency, the OEO or the representative, and will be retained for three years after the expiration of this Contract unless permission to destroy them is granted by both the Agency and the Director of OEO.

4. The Contractor shall be compensated at the rate of $75 per day with a travel allowance as specified below:

a. Amount and frequency of payments $2000 within 10 days of signing of contract; $1500 within 10 days of September 1, upon receipt of written report; balance within 10 days of receipt of final report.

b. Maximum amount of payment for this contract $4785 (consultant) fees plus per diem plus 10% administrative charge).
(not to include travel and per diem allowance)

c. Travel all round trip flights to Jackson (8 @ $180 = $1440)

d. Per diem 50 days X $12/day = $600

e. Maximum amount of allowance for travel and per diem $2040

5. This Agreement is subject to and incorporates the attached Part II, "Terms and Conditions Governing Contracts Between Community Action Program Agency and Contractor for Professional or Technical Services to a Community Action Program".

6. The Contractor agrees to assist the Agency in complying with all of the "Conditions Governing Grants under Section 204 and 205 of the Economic Opportunity Act of 1964".

7. IN WITNESS WHEREOF, the Agency and the Contractor have executed this Agreement as of the date first above written.

S.E.R.F.R.E, Inc.
Contractor

C. D. G. M.
Agency

By: Ronnie M. Moore
Position: Leadership Development Director

BY; J. Mudd
Position: Director

Attest: ______________________ ______________________

PART II (of 2 parts)

Terms and Conditions Governing Contracts for Professional or Technical Services to a Community Action Program.

In addition to any conditions specified in Part I, this Contract is subject to all of the conditions listed below. Waiver of any of these conditions must be upon the express written approval of any authorized representative of the Office of Economic Opportunity, and such waiver shall be made a part of this Contract.

1. Termination of Contract. If, through any cause, the Contractor shall fail to fulfill in timely and proper manner his obligations under this Contract, or if the Contractor shall violate any of the convenants, agreements, or stipulations of this Contract, or if the grant from OEO under which this Contract is made is terminated by OEO, or if the Agency herein is the delegate agency of an OEO grantee, and the contract by which such delegation is made is terminated, the Agency shall thereupon have the right to terminate this Contract by giving written notice to the Contractor of such termination and specifying the effective date thereof. If the Contractor is unable or unwilling to comply with such additional conditions as may be lawfully imposed by OEO on the grant or contract under which the agency is performing the program to which these professional services are being rendered, the Contractor shall have the right to terminate the Contract by giving written notice to the Agency, signifying the effective date thereof. In the event of termination all property and finished or unfinished documents, data, studies, and reports purchased or prepared by the Contractor under this Contract shall, at the option of the Agency, become its property and the Contractor shall be entitled to compensation for any unreimbursed expenses necessarily incurred in satisfactory performance of the Contract. Notwithstanding the above, the Contractor shall not be relieved of liability to the Agency for damages sustained by the Agency by virtue of any breach of the Contract by the Contractor, and the Agency may withhold any reimbursement to the Contractor for the purpose of set-off until such time as the exact amount of damages due the Agency from the Contractor is agreed upon or otherwise determined.

2. Changes. The Agency may, from time to time, request changes in the scope of the services of the Contractor to be performed hereunder. Such changes, including any increase or decrease in the amount of the Contractor's compensation, which are mutually agreed upon by and between the Agency and the Contractor, must be incorporated in written amendments to this Contract.

3. Travel Expenses. If the Contractor is to be reimbursed for travel expenses, and (1) if the Contractor is a public agency, expenses charged for travel shall not exceed those allowable under the customary practice in the government of which the agency is a part, or (2) if the Contractor is a private agency, expenses charged for travel shall not exceed those which would be allowed under the rules of the United States Government governing official travel by its employees.

4. Publication and Publicity. The Contractor may publish results of its function and participation in the approved Community Action Program without prior review by the Agency, provided that such publications acknowledge that the program is supported by funds granted by OEO pursuant to the provisions of the Economic Opportunity Act of 1964, and that five copies of each such publication are funished to OEO, plus such copies to the Agency as the Agency may reasonably require.

5. Copyrights. If the Contract results in a book or other copywrightable material, the author is free to copyright the work, but the Office of Economic Opportunity reserves a royalty-free, nonexclusive and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, all copyrighted material and all material which can be copyrighted resulting from the Contract.

6. Patents. Any discovery or invention arising out of or developed in the course of work aided by this Contract shall be promptly and fully reported to the Agency and to the Director of OEO for determination as to whether patent protection on such invention or discovery shall be sought and how the rights in the invention or discovery, including rights under any patent issued thereon, shall be disposed of and administered, in order to protect the public interest.

7. Labor Standards. All laborers and mechanics employed by contractors or subcontractors in the construction, alteration or repair, including painting and decorating of projects, buildings and works which are federally assisted under this Contract shall be paid wages at rates not less than those prevailing on similar construction in the locality as determined by the Secretary of Labor in accordance with the Davis-Bacon Act, as amended (40 U.S.C. 276-a276-a-5).

8. Convenant Against Contingent Fees. The Contractor warrants that no person or selling agency or other organization has been employed or retained to solicit or secure this Contract upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee. For breach or violation of this warrant, the Agency shall have the right to annul this Contract without liability or, in its descretion, to deduct from the compensation, or otherwise recover, the full amount of such commission, percentage, brokerage or contingent fee.

9. Discrimination in Employment Prohibited. The Contractor will not discriminate against any employee employed in the performance of this contract, or against any applicant for employment in the performance of this contract because of race, creed, color, or national origin. The Contractor will take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, creed, color, or national origin. This requirement shall apply to, but not be limited to, the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; lay-off or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. In the event that the Contractor signs any contract which would be covered by Executive Order 10925 (March 6, 1961) or Executive Order 11114 (June 22, 1963) the Contractor shall include the equal-employment opportunity clause specified in section 301 of Executive Order 10925, as amended.

10. Discrimination Prohibited. No person in the United States shall, on the ground of race, creed, color or national origin, be excluded from participation in, be denied the proceeds of, or be subject to discrimination in the performance or this Contract. The Contractor will comply with the regulations promulgated by the Director of OEO, with the approval of the President, pursuant to the Civil Rights Act of 1964 (45 C.F. R. Part 1010).

11. Political Activity Prohibited. None of the funds, materials, property or services contributed by the Agency or the Contractor under this Contract shall be used in the performance of this Contract for any partisan political activity, or to further the election or defeat of any candidate for public office.

12. Religious Activity Prohibited. There shall be no religious worship, instruction or proselytization as part or in connection with the performance of this Contract.

13. Compliance with Local Laws. The Contractor shall comply with all applicable laws, ordinances, and codes of the State and local governments.

14. Reports and Inspections. The Contractor shall make financial, program progress, and other reports as requested by the Agency or the Director of OEO, and will arrange for on-site inspections by Agency or OEO representatives at the request of either.

75
50
3550
600
4150
415
4,565.00

4,785
3,500

4,150.00
[illegible]
4,565.00
3,500
1,065

## QUESTIONS CONCERNING THE CDGM STATE-WIDE CONVENTION NOVEMBER 11, 1967

1 Why is the convention being called

1. What is to be the basis upon which the convention is convening?

2. What ~~is~~ are the goal(s) of the convention?

3. ~~There is no fight at hand for which to~~ How do we direct the energies of the convention.
   a. Community hostility to Board + Staff

4. It must also be kept in mind that if thereis no apparent fight for which to direct the oconvention, the board and the staff will end up being the ultimate targets.

5. If it will be apparent that there will be issues to which a vote of the convention will be required, should this vote(s) be offered as motions prior to destructive outside forces are able to mobilize and effect their plan(s) of attack ?

4 It

6. The element of planning ~~is~~ strategic is crucial in dealing with a large group, the size of which we will be dealing come Saturday.

7. Large groups can be controlled if the agenda, for one, is well thought out and geared for tight procedural guidance.

8. A vocal unocntrolled group can lead the entire convention into a catastrophe.

************************************************************************

## SUGGESTIONS

1. The priority so far as structuring an agenda is concerned should at this point be centered around the 1968 Proposal.

2. The 68 Proposal can be dealt with in two ways:
   a. There can be open discussion with questions coming from the floor.

   b. If a. is followed, it could possibly turn into the board and the staff being put in a box if all concerned does not have full knowledge of the Program direction and content of the '68 propos.

   c. There can be group discussions of the proposal;structure, tranisition from centralized to decentralized, posture of the area boards re: responsibilities and functions, authority and policy making powers of the Inter-Area Council,Definition of DECENTRALIZATION as Autonomous structures,Community Education Extention; structure and functions,

   d. If 'c' is decided upon as opposed to 'a', then it is felt that the community people should be further allowed to voice the criticisms as well as their positive and negative opinions, and that the same be fed back to the general convention as recommendations for changes in the proposal.

   e. It is imperative that all board members as well as staff (C.O.) know the proposed structure in its entirity, with every conceivable ~~question being~~ question being answered.

   f. The agenda of the convention must be structured so that at some point a differentiation can be expressed between the number of units that the ocunties requested and the number of units applied for; with strong emphasis upon the budgetary and political implications.

   g. One of the most crucial ultimate goals of the convention is to obtain full community support for the proposal as is ratified by the convention

   h. When explaining the structure, the communities should be made to understand the opportunities available under said structure to bring

CDGM 68 CONVENTION- SUGGESTIONS CONTINUED

INTO the program area and community-wise new programs of which would be of vital importance to the development of the total community.

i.

1967

## CURRICULUM

DAY 1.

A. Philosophy of Decentralization (2 hours)

FORMAT: Presentation, Boss groups

CONTENT: Presentation will outline the reasons for decentralization, the problems of a central structure as reflected in the History of CDGM, the potential value and possible problems of the decentralization plan. Trainees will be encouraged to formulate critical questions that will aid in a better understanding of the decentralization philosphy.

B. Analysis and Breakdown of present CDGM structure (4 hours).

FORMAT: Visual aids, presentation, question and answer

CONTENT: An examination of the centralized CDGM structure, the functions of the various administrations, fiscal and program components as they relate to local areas, community committees, and individual centers. This session is intended to clarify and expand trainees understanding of the present structure so that they will more easily be able to connect the existing components to functions of new components. Each trainee will be supplied with a chart which will outline the present CDGM structure.

C. Structural design of the CDGM reorganization plan (6 hours)

FORMAT: Visual-aids, presentation, question and answer

CONTENT: This session will move from material presented in section B to the reorganization designs. Trainees will be provided with charts outlining the new design and the relationship between the various councils, centers, community committees, the grantee, Mary Holmes, and Community Education Extension. The session will outline new functions and responsibilities of the various units, specifically focusing on:

1. relation of centers to Community Committees
2. relation of Community Committee to Area Councils
3. relation of Area Councils to grantee and Community Education Extension.
4. relation of staff to respective policy boards, ie, Area Councils, Community Committees and grantee.

DAY II.

A. Corresponding operational relationship between components of old and new structures (2 hours)

FORMAT: Workshops, visual aids

CONTENT: In guided workshops, trainees will be directed to indentify areas of service responsibility. The session will aim at clarifying where program responsibility will lay. For example, if department A in the CDGM central office formely provided medical service, then who is responsible for providing those services under the new design.

B. Examination and Breakdown of new functions and responsibilities of the reorganization plan (2 hours)

FORMAT: Visual aid, presentation, question and answer

CONTENT: Trainees will be supplied with charts outlining the purpose and operational nature of new components, such as the Community Education Extension. With the help of the trainees, they will develop techniques for making effective use of the new technical assistance and training components, the pre and post auditing services, etc.

C. Funding and accountability (4 hours)

FORMAT: Visual aids, workshop

CONTENT: In workshop setting, trainee will trace the flow of friends and levels of accountability from the original OEO source to the grantee and on to the local areas. This session will also include an examination of CAP regulations as they specifically relate to disbursement and allocation of funds in headstart programs.

A. General CAP regulations governing Headstart operations (4 hours)

FORMAT: Hand books, visual aids, buss groups

CONTENT: Trainees will be supplied with CAP memos highlighting important regulations that affect the operation of centers, community elections, policy boards, staff, etc. They will be supplied with case studies which present relevant situations. Trainees will be asked to make decisions based on prior examination of CAP regulations.

B. Policy and administration (2 hours)

FORMAT: Guided group discussion, small workshops

CONTENT: A guided group discussion outlining difference between policy and administration. Special emphasis is placed on when is an action a policy making decision and when an action is an administrative decision. Trainees will be given case studies which will examine:

1. Policy making functions and their relations to staff, Area Councils, Community Committees.
2. Role of each component of the policy making bodies such as officers, Communittees, etc.
3. Distinguishing between policy and administration function of each section of CDGM and their responsibility to other sections.

C. Procedure and process necessary to implement CDGM reorganization plan (3 hours)

FORMAT: Guided group discussions, presentation

CONTENT: In guided discussion groups, trainees will examine some of the predictable problems that might occur in the reorganization process. The trainers will provide the trainees with an idea of how decentralization will take place, while trainee develop techniques to affect an orderly transition.

DAY IV.

A. How to sessions: Aids to effective implementation of reorganization plan (8 hours)

FORMAT: Case studies, mock bounds, role play, buzz groups.

CONTENT: This session will provide trainees with a series of technical training with emphasis on:

1. How to run a meeting
2. How to negotiate a contract; How to purchase
3. How to expand and sustain the involvement of parents in the community.
4. How to tighten up external and internal operations of the policy bounds.
5. How to read, review and evaluate budgets

B. Examination of (A) model decentralized unit (4 hours)

FORMAT: Visual aids, mock bounds, role playing

CONTENT: Trainees will set up a model decentralized unit based on a handbook outlining how such a unit should look and operate. The role play situation will be designed to provide trainees with an opportunity to observe a simulated functioning decentralized unit, and to deal with problems they are likely to encounter.

1967

# SYLLABUS, CURRICULUM AND TRAINING SCHEDULE FOR C.D.G.M. REORGANIZATION

**PREPARED BY:**

Charles Bannerman, Training Coordinator, Citizens' Crusade Against Poverty (CCAP)

Eddie Brown, Director, Mississippi Action for Community Education (MACE)

This program was created for Child Development Group of Mississippi.

(Rev) Charles Thomas, ~~Acting~~ Director

# Syllabus

The 1968 proposal of the Child Development Group of Mississippi outlines the process through which CDGM hopes to fully realize one of its most valued goals: of people beginning to "Do for Themselves Rather than be Done for." The CDGM proposal touches and goes to the heart of the most pervasive problem of the nation's anti-poverty effort. It is a problem which has turned the noble phrases of "maximum feasible participation" and "helping people to help themselves" into less than meaningful rhetoric. A section of the CDGM proposal states: "CDGM's entire history in Mississippi has been a testimony to its belief that the chief resource in a community, particularly a poverty-stricken community, is people. The objectives of any anti-poverty program should be to involve and develop communities and individuals with the competence to plan, organize, and implement the best possible...program which fosters...creativity, free expression, freedom from fear and desire to explore. Through this experience, the outcast poor will be able to create more self-sufficient communities capable of developing their own potential and using the resources of the larger society to break the cycle of poverty and degradation.

"A major limiting factor on achievement of individual and community competence, is the existence of a centralized structure which maintains a monopoly on the policy and decision-making functions of the program. Such a structure can impede the development of skills needed for mobilization of the energies within the poor communities to gain self-sufficiency. In fact, even when the necessary skills are not yet fully developed, greater responsibility is desirable because it is only with the assumption of their further responsibility that the skills will continue to develop. If the skills do not yet exist, extensive support services are needed to help individuals and communities move into the final stages of productive self-sufficiency."

Beginning in early 1968, CDGM will disolve its central office, transferring its present administrative responsibilities to local areas. Through this decentralization process, it is hoped that persons in the poverty community will be able to develop indigenous leadership and be provided with valuable jobs opportunities and training.

Under the existing set up, the CDGM central office has responsibility for all fiscal, administrative and social service aspects of the program, while all policy decisions are made by the Central CDGM Board. Little has been left to the local community in the way of independent decision-making or opertional responsibility. The local areas have been totally dependent on the central structure.

Recognizing that the development and utilization of human resources at the local level is of crucial importance to any Head Start Program and that several generations of neglect, exploitation and oppression have affected the human condition of many Mississippians in a way that goes beyond educational and economic deprivation, the new plan calls for total decentralization and massive training and technical assistance back up for local areas to not only provide on-the-job education but to counter the fear and dependency that so severely limits the abilities of many adult Mississippians.

Under the new set up, policy decisions of a day to day nature becomes the individual responsibility of each of the eleven area councils. Administration of the program, fiscal control and co-ordinating social and medical services, become a responsibility of the various centers, within the respective area councils. The central office staff will become part of a Training Institute, providing on-the-job training, technical back up and other kinds of assistance that will enable area policy boards and centers to function in an efficient and independent manner.

When these responsibilities, formerly invested in the Central Board and staff, become responsibilities of the eleven area councils,/and the various committees and individual centers, CDGM becomes more than a dynamic Head Start Program, it becomes a network of field training offices through which local persons lacking formal education and unsophisticated in administrative styles, begin to learn how to operate and maintain the Head Start units along with the varied social, educational and medical components connected to those units. They will learn on the job, providing community service and direction as they pick up the vital skill needed in any organizational operation.

The success of such a decentralization plan and its effect on instituting substantive lasting change will greatly depend on the initial skills and administrative abilities available during the early transition period. It is crucial that decentralization take place in an orderly fashion, with all key sections, staff, and policy makers having a high level of understanding about reorganization. They must be equipped with the skill and knowledge to deal with predictable problems, and, at the same time, made aware of their new responsibilities and how to make the best use of available training and technical back-up.

In order to prepare person sitting on local area councils and Community Committees, and to orientate key staff personnel for decentralization, CDGM in cooperation with Mississippi

Action for Community Education (MACE) will sponsor a short-term training institute. The training Institute is designed to bolster and strengthen the leadership of local Communities and to provide the organizational and administrative awareness needed by that leadership to effectively conduct their organizational business and administer programs for the Community.

## TRAINING APPROACH

The training sessions will aim at providing trainees with the benifit of a curriculum tailored to fit the personality and learning style of grass root Mississippians. Training will aim at maximum skill and informational attaintment within a short training period.

The sessions will span a two month period and offer approximately 48 hours of training to 500 persons. Three training groups will be established. They will be designated as priority groups A, B, and C. The priority groups will be based on counties ranging from A, most organized to B, least organized. Each group will be integrated to include a mixture of center staff, area councils, and community committee representatives. The training session will be conducted during weekend retreats, beginning Saturday morning and lasting until Sunday evening.

Each group will attend two weekend sessions.

Since the end of 1967 is rapidly approaching, the training approach will focus on the best ways of providing the needed training within the shortest period of time. A core staff of trainers will be pulled together from a variety of sources both from within the State and from the outside. This core staff will design the full program, curriculum, and training pace in consultation with an "ad hoc" training committee made up of representatives of the trainee group. This "ad hoc" training committee will provide a valuable input, both in terms of making the training relevant and in evaluating the effectiveness of the training as a whole and effectiveness of the trainers' delivery.

In addition, the training committee will aid in the identification of CDGM staff and board persons who might aid in the training process, both as resource persons and as trainers.

MACE will assume full responsibilities for coordination of the training effort. Under contract with CDGM, MACE will provide the required man hours of training, covering the curriculum agenda in the scheduled time period.

The MACE training staff will draw on other agencies and organizations in order to provide the best possible training.

Trainers and resource persons will be drawn from the following areas:

A. Internal Resource Persons - persons who are employed by CDGM or who are key CDGM board members and who have a high degree of knowledge of the past, present and proposed operation of the CDGM.

B. In-State Delegate Agency Resource Persons - persons WHO are in key positions in other Mississippi anti-poverty agencies and who have skills or informational knowledge vital to the CDGM decentralization plan.

C. National Training Groups - Trainers and resource PERSONS, who have a great deal of experience in skill training for organization needs of poor persons, will be drawn from nationally recognized training groups such as the Citizens' Crusade Against Poverty (CCAP), New Jersey Community Action Training Institute (NJCATI), Albert Einstein College of Medicine, etc.

D. Resource Person - Individuals with special skills not available from the other groups.

## TRAINING DESIGN

While the training session will aim at providing trainees with the benefits of the whole curriculum agenda within a relatively short period of time, efforts will be made to provide a relaxed training atmosphere and to avoid the negative identification of traditional forms of classroom training. Trainers will seek to generate group response and participation by minimizing lectures.

The larger priority group will be broken down into working sections with a trainer-trainee relationship of no more than 1 to 20. Each trainer will be paired with a resource person who is equipped with some special knowledge or skill related to particular curriculum items. The training session will make full use of all viable training devices, including case studies, role playing, mock boards, situation studies, workshops, and visual aid techniques

The training sessions will be headed by a training coordinator responsible for assigning training staff, making physical arrangements, coordinating training sessions, and maintaining quality control.

## EVALUATION

1. A written pre-and post-fact test will be given to determine effectiveness of the various sessions in communicating content material.

2. Attitudes and opinion questionnaires will be completed by the trainees at the end of the session to elicit their views on the strengths and weaknesses of the curriculum and to evaluate training staff.

3. Observations by trainer evaluator and integration of completed questionnaire with observations of training staff.

# DRAFT OUTLINE OF TRAINING CURRICULUM

## CDGM REORGANIZATION

I. Philosophy, Structural Nature, and Operation of the Proposed CDGM Reorganization Plan.

- A. Philosophy of decentralization - 2 hours
- B. Analysis and breakdown of present CDGM structure - 4 hours
- C. Structural design of the proposed CDGM reorganization plan - 6 hours
    1. relation of center to community committees
    2. relation of community committees to area councils
    3. relation of area councils to grantee
    4. relation of staff to respective policy boards, i.e., area councils, community committees, and grantee
- D. Corresponding operational relationship between components of old and new structures - 2 hours
- E. Breakdown of old and new functions of each component under the new design - 2 hours
- F. Funding and accountability - 4 hours
    1. Tracing funds from original source to the community committees
    2. CAP regulations governing disbursement and allocation of funds
- G. CAP regulations relating to Head Start - 4 hours
- H. Policy and administration - 2 hours
    1. Policy making functions and their relation to each component, i.e., staff, area councils, community committees
    2. Role of each component of the policy making body, i.e., officers, committees, etc.
    3. Distinguishing between policy and administration of organizations and their respective responsibility to each component

II. "How-to" Sessions that Will Aid Effective Implementation of Reorganization Plan - 8 hours

   A. How to run a meeting
   B. How to negotiate a contract
   C. How to expand, and sustain the involvement of parents in the community
   D. How to tighten up external and internal operations of the policy boards
   E. How to read, review, and evaluate budget

III. Procedure and Process Necessary to Implement CDGM Reorganization Plan

IV. Examination of a Model Mobile Decentralized Unit

[1967]

# STUDY GUIDE

# FOR

# AREA COUNCIL REPRESENTATIVES

Prepared by:

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Leadership Training
Child Development Group of Mississippi
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Jackson, Mississippi
601-948-7390

In an attempt to involve Area Council Members to a greater degree in the politics, power and policy making of CDGM, I have prepared an outline of information important to them in increasing their awareness of events around them. I believe that in order for an area council representative to take responsibility, he must have the desire to have power, to use authority and the knowledge of implementation. This outline should serve as a guide for increasing skills and awareness.

## LEADERSHIP TECHNIQUES

I. Operational Techniques
   A. Regular caucauses of leaders
   B. Joint meetings with other community organizations
   C. Public relations
   D. Fund raising

II. Developing Organizational Acumen
   A. Parliamentary procedures
   B. Negotiating skills
   C. Forming Strategies

## COMMUNITY: PROBLEMS, ACTION CHANGE

I. Community Problems
   A. County Analysis
      1. Geographic
      2. Economic basis
      3. Centers of power
         (a) Individuals
         (b) Groups
      4. Resistance forces
      5. Co-operative forces

   B. Nature and Scope of Problems
      1. Political
      2. Educational
      3. Economical
      4. Social

II. Community Organization
   A. Purposes
      1. to solve community problems
      2. to develop power bases
      3. to involve masses in community action
      4. to effect community changes

B. Self Advancement Activities
  1. Exploitation of local, state and federal public programs
  2. Development of co-operatives and businesses
  3. Quality education
  4. Political strength and action
  5. Legal action
  6. Non-violent direct action

C. Participation in Social Movements
  1. Civil Rights
  2. Welfare
  3. Labor
  4. Peace

D. Management of Conflict
  1. Delineation
  2. Selection of vulnerable targets
  3. Sustaining the crisis

## POVERTY: FACTS OF THE WAR AGAINST POVERTY

I. Poverty
  A. Causes
  B. Effects

II. Federal War Against Poverty
  A. Economic Opportunity Act of 1964

| | | |
|---|---|---|
| 1. | Title I | Youth Programs |
| 2. | Title II | Urban and Rural Community Action Programs |
| 3. | Title III | Special Programs to combat poverty in Rural Areas |
| 4. | Title IV | Employment and Investment Incentives |
| 5. | Title V | Work Experience Program |

  B. Discussion of Pertinent Programs

III. Evaluation of Programs
  A. Scope and depth
  B. Community needs vs. governmental resources

## ANALYSIS OF CDGM

I. Its History
  A. Outgrowth of Mississippi Social Movement
  B. Conception and political opposition
  C. The new CDGM

II. Its Objectives and Philosophy
  A. Pre-school centers
  B. Community Organization
  C. Local control and maximum feasible participation

III. Its Structure
  A. Representation of the people
    1. Board of Directors
    2. Area Councils
    3. Community Committees

  B. Administration
    1. Central Office
    2. Area Office
    3. Centers

IV. Its Future

## AREA COUNCIL DEVELOPMENT

I. Purposes
  A. Local control
  B. Maximum participation
  C. Community representation

II. Powers (present)
  A. Investigate and Inspect CDGM Operations
  B. Evaluate Headstart Centers regarding content of program and related resources
  C. Advise central staff on hiring - firing

III. Organizational Structure
  A. Officers
    1. chairman
    2. secretary
    3. parliamentarian
  B. Committees (Formation and Functions)
    1. program
    2. finance
    3. personnel
    4. public relations

IV. Organizational Development
  A. Regular meeting
    1. order of business
    2. attendance

  B. Decision making
    1. problem solving (community problems)
    2. policy formulation
    3. goal-setting (long range goals)

V. Understanding Decentralization and the New CDGM
  A. Proposal Duties of Area Councils
  B. It's relationship to Central Staff
  C. It's relationship to Area Staff

Sept., 1967

# TRAINING PROSPECTUS

for

AREA COUNCIL REPRESENTATIVES

of

THE CHILD DEVELOPMENT GROUP OF MISSISSIPPI

Jackson, Mississippi

**CONTRACTOR:** SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY, INC.
150 Nassau Street, New York, New York 10038 (212) 964-82

Marvin Rich, Executive Director
Ronnie M. Moore, Director, Leadership Development

## IN-SERVICE STAFF TRAINING

In an attempt to involve native Negro Mississippians and to make training indigenous leaders an integral part of the CDGM community program department, two CDGM staff members have been selected to attend the NTL Institute on Sensitivity Training at the University of Maine, Bethel, Maine, July 9-21, 1967. These persons will spend andadditional two days (July 22-23) in consultation with SEDFRE staff representatives discussing, Recent Civil Rights and Social Legislation, Techniques of Effective Community Action, Trends of Recent Social Movements and Laboratory Training Methods for Developing Indigenous citizen Leaders.

SEDFRE will arrange supervised field trips for CDGM trainers to visit the Newark Welfare Project and anti-poverty corporations in New York City.

This should enhance the effectiveness of CDGM trainers dealing with problems in human relations and leadership development, as they assist SEDFRE in carrying out the specifications of this prospectus.

## STAGE SETTING

Before undertaking the task of training area council representatives, it is imperative that an atmosphere of sound working relations be created within the CDGM staff structure. It is important that CDGM examine its goals, programmatic priorities, and the functions and attitudes of its staff. A human relations seminar using sensitivity training methods is designed to serve this end. (Appendix A). The weekend person-to-person confrontation should involve key central office executives, community program workers, area administrators, area health co-ordinators, representatives of Area Councils, and citizens (not involved in the program) selected at random from the communities. The total number of participants should be not more than sixty and thereby necessitating four SEDFRE and two CDGM trainers.

## TRAINING AREA COUNCIL REPRESENTATIVE

The program is prepared to ttain citizen leaders on Asea Councils to (1) understand and define community problems (2) analyze immediate and long-range goals of community action (3) relate local community ills to the broader social problems of our society (4) review and evaluate related local, state and federal programs designed to alleviate poverty, discrimination and injustice (5) sharpen leadership and organizational skills (6) increase self-awareness of each Area Council representative to handle problems in human relations and intergroup affairs, and (7) to understand the role of the Councils in the CDGM structure.

## COURSE

The curriculum shall consist of human relations seminars (Appendix A) information on community problems, action and change (Appendix B) facts on the war on poverty (Appendix C) leadership techniques (Appendix D) analysis of CDGM (Appendix E) and area council development (Appendix F).

The curriculum shall be covered using both lecture and laboratory training techniques. The primary focus shall be on individual development through increased self-awareness and effective use of leadership technqes. This is achieved through step by step student involvement and participation. A constant feedback between trainer and student is essential. The laboratory methods will include: case studies, small group discussions, back-to-back film presentations, participant-teacher roles, role-playing, participating-observing group circles and work problems.

group opserving group

## FORMATS

⑧

Three class arrangements are suggested for Area Council members to consider in selecting a format feasible to their situation.

### Format #1 (one month)

First Week - five days of individual consultations with each member of the Area Council, one day seminar
Second Week - Class #1, Class #2, one day seminar
Third Week - Class #1, Class #2, Class #3, one-day seminar
Fourth Week - Class #1, Class #2, Class #3, weekend seminar

### Format #2 (one month)

Four Weekends - Weekend A, B, C, D

### Format #3

First Week - five days of individual consultation with each member of the Area Council, one-day seminar
Second Week - Class #1, Class #2, one-day seminar
Third Week - Weekend seminar
Fourth Week - Class #1, Class #2, Class #3, weekend seminar

## Selecting Area Councils

It is suggested that the subsequent factors be considered in selecting Area Councils for training: Council-Staff relations, scholastic and leadership potential, dedication, willingness to attend sessions, and attitudes toward community action. Emphasis should be placed on willingness to learn and devote time to it.

## HUMAN RELATIONS SEMINAR
### for Recently Trained Area CouncilsRepresentatives and Members of the CDGM Board of Directors

Taking approximately one month to develop each Area Council, about mid-October two Area Councils will have undergone leadership training. Such knowledge and development must be put to a test. The ability of each council to stand alone, to know its goals, and to articulate the needs of its constituents must be demonstrated. In a weekend retreat setting, these persons must be given an opportunity to confront the persons who now hold the power the Area Councils will soon possess.

This confrontation must be free, open and honest. Attitudes, goals and programmatic views must be explored on a person to person basis. Area Council representatives who have generally been kept in the background, must come forward and face squarely persons who have been representing indigenous masses on the CDGM Board of Directors. The maximum number of participants should not exceed sixty. (Appendix A)

## APPENDIX A
## HUMAN RELATIONS SEMINAR

The workshop focuses on experiences in group situations designed to contribute to understanding of: (a) one's self and one's impact on others, (b) feelings and behavior of other members, (c) conditions for effective group operations, and (d) how organizations prevent, create or resolve human relations problems.

The fundamental interpersonal relations exchange will lead to increased self-awareness and a deeper comprehension of the receiving, sending and confirming elements of the communication process. The live group experiences become the subject matter for teaching group dynamics and organizational efficiency.

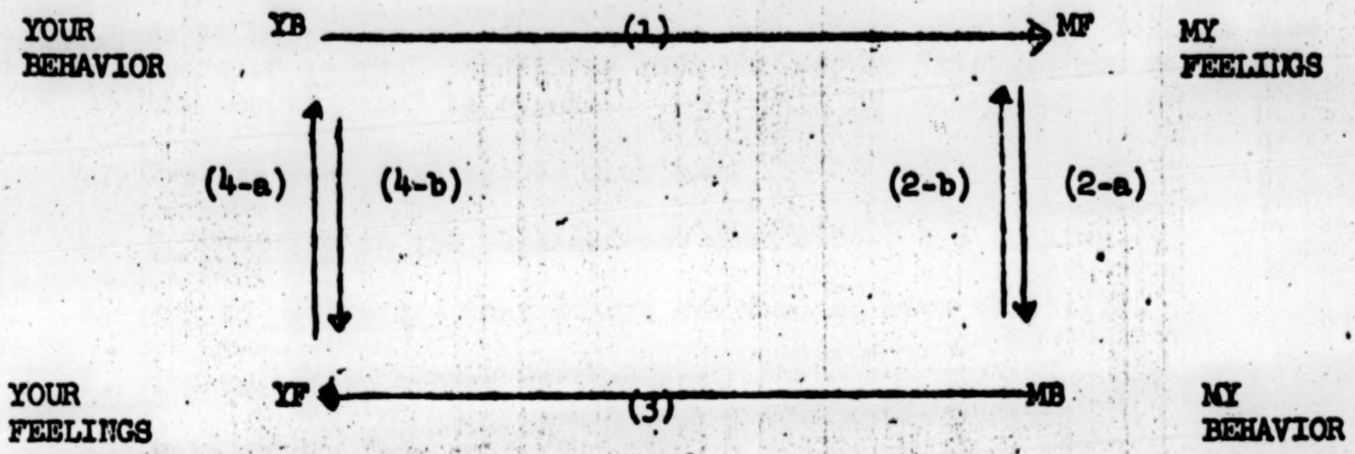
Emphasis is upon learning through participation and observation but this is supplemented by short analytical sessions.

Through direct brotherhood encounters with openess and honesty, participants arehhelped to develop good working relations and to sharpen their ability to confront disagreement and conflict without becoming defensive.

The workshop is actually a laboratory instead of an academic experience. The primary task is to develop work groups that can set goals, define problems, communicate, develop leadership and provide functions of responsible membership. It is usually described as sensitivity training.

# HOW PEOPLE AFFECT EACH OTHER

## A DIAGRAM


YOUR BEHAVIOR
YB
(1)
MF
MY FEELINGS
(4-a)
(4-b)
(2-b)
(2-a)
YOUR FEELINGS
YF
(3)
MB
MY BEHAVIOR

(1) Your behavior affects my feelings.

(2-a) My feelings affect my behavior
    (2-b) My behavior affects my feelings.

(3) My behavior affects your feelings.

(4-a) Your feelings affect your behavior.
    (4-b) Your behavior affects your feelings.

## GUIDELINES FOR SENSITIVITY TRAINING (T GROUP) SESSIONS

1. Stay in the here-and-now of the relationship.

2. Learn to trust your own feelings.

3. Be as honest as you can when you talk about yourself. Tell it like it "tis" to you. Recognize that the way it "tis" to you may not be the way it "tis" to others.

4. Express your feelings as your own.

5. Concentrate on the here-and-now when others are talking.

6. Try to understand what others are feeling when they talk.

7. Try to accept others as they are.

8. Help others face up to and express feelings.

9. Feel free to let people know "where you are."

10. Be open to the "feedback" others give you. This feedback is an opportunity for you to understand the way you come across to other people.

11. Take a chance - - risk yourself. The success of your developing relations depends on the degree to which you are willing to talk about your own feelings, to ask how others see you and feel about you, and to take the chance of even being hurt by hearing others in order to learn something valuable about yourself.

## APPENDIX B
## COMMUNITY: PROBLEMS, ACTION AND CHANGE

I. Community Problems

  A. Community Analysis

    1. Geographic
    2. Economic basis
    3. Centers of power
    4. Resistance forces
    5. Cooperative forces

  B. Nature and Scope of Problems

    1. Political
    2. Educational
    3. Economic

II. Community Organization

  A. Purposes

    1. To solve community problems
    2. To develop power bases
    3. To involve masees in community action

  B. Self-Advancement Activities

    1. Exploitation of local, state and federal public programs
    2. Development of cooperatives and businesses
    3. Quality education
    4. Political strength and action
    5. Legal action
    6. Non-violent direct action

  C. Participation in Social Movements

    1. Civil Rights
    2. Welfare
    3. Labor
    4. Peace

  D. Management of Conflict

    1. Delineation of a target
    2. Selection of vulnerable targets
    3. Sustaining the crisis

## APPENDIX C
## FACTS ON THE WAR AGAINST POVERTY

I. Poverty
  A. Causes
  B. Effects

II. Federal War Against Poverty
  A. Economic Opportunity Act of 1964

    1. Title I Youth Programs
    2. Title II Urban and Rural Community Action Programs
    3. Title III Special Programs to Combat Poverty in Rural Areas
    4. Title IV Employment and Investment Incentives
    5. Title V Work Experience Program

  B. Discussion of Pertinent Programs

III. Evaluation of Programs
  A. Scope and depth
  B. Community needs vs. governmental resources

## APPENDIX D
## LEADERSHIP TECHNIQUES

I. Operational Techniques

    A. Regular caucuses of leaders

    B. Joint meetings with other community organizations

    C. Public relations

    D. Fund raising

    E. Program Development

II. Developing Organizational Acumen

    A. Parliamentary procedures

    B. Negotiating skills

    C. Forming strategies

## APPENDIX E
## ANALYSIS OF CDGM

I. Its History

- A. Outgrowth of Mississippi social movement
- B. Conception and political opposition
- C. The new CDGM

II. Its Objectives and Philosopphy

- A. Pre-school centers
- B. Community organizations
- C. Local control and maximum participation

III. Its Structure

- A. Representation of the people
  - 1. Board of Directors
  - 2. Area Councils
  - 3. Community committees
- B. Administration
  - 1. Central office
  - 2. Area offices
  - 3. Centers

IV. Its Future

## APPENDIX F
## AREA COUNCIL DEVELOPMENT

A. Purposes

1. Local control
2. Maximum participation
3. Community representation

B. Powers

1. Investigate and inspect CDGM operations
2. Evaluate Headstart centers regarding content of program and related resources
3. Advisory

C. Organizational Structure

1. Officers
   a. Chairman
   b. Secretary
   c. Parliamentarian

2. Committees (Formation and Functions)
   a. Program
   b. Finance
   c. Personal
   d. Public relations

D. Organizational Development

1. Regular Meetings
   a. Order of business
   b. Attendance

2. Decision-making
   a. Solving community problems
   b. Formulating policies
   c. Setting long-range goals

E. Understanding Decentralization and the new CDGM

July 3, 1967
Scholarship, Education and Defense Fund for Racial Equality, Inc.

## SEDFRE - CDGM CONTRACT

CDGM will provide staff assistance, written materials, audio-visual equipment, conference facilities, clerical aid and supplies and ground transportation.

SEDFRE will provide consultants as stipulated in the shart below:

| Date | Number of Consultants | Activity | Fee | Travel and Per Diem | Total |
|---|---|---|---|---|---|
| July 22-23 | One | In-service staff Training | $75 per Day | $12 per diem for expenses | $ 174.00 |
| Late July or early August, '67 | Four | Weekend Human Relations Seminar | 2 Days @ $100/Day/ Consultant | $200 air travel/ consultant - $12/diem/consultant | 1696.00 |
| August 1967 | One | Area Council Training-1 Consultant for 15 days | $75/day plus $12/day for expenses | $500 air travel | 1705.00 |
| Sept. 1967 | One | Area Council Training-1 Consultant for 15 days | $75/day plus $12/day for expenses | $500 air travel | 1705.00 |
| October 1967 | Four | Weekend Human Relations Seminar | 2 Days @ $100/Day/ Consultant | $200 air travel/ Consultant - $12/diem/Consultant | 1696.00 |
| | | | | | $6,976.00 |
| | | Administrative Charge, 10% (Arranging for consultants, preliminary planning for workshops, clerical and supervisory work) | | | 697.60 |
| | | | | | $7,673.60 |

The total amount should be paid in installments as fellows:

$3,000 in August, $3,000 in September and balanse at termination of contract.

# TRAINING SESSION

## Community Organization Theory & Skills

January 22 - 27

Prarie Ronde, Louisiana

Southern Cooperative Development Program
Scholarship Education and Defense Fund for
Racial Equality

## MONDAY

Objective: Understanding the People

| | |
|---|---|
| 9:00 AM - 9:15 | Non Verbal Communication -<br>Do Anything You Want To Do. |
| 9:15 - 12:00 | Introduction and Training Objectives<br>Discussion of Field Activities |
| 12:00 - 1:00 | LUNCH |
| 1:00 - 1:30 | Test and Discussion - How To Follow Directions |
| 1:30 - 3:00 | Evaluation of First Training Program |
| 3:00 - 6:00 | Task for Groups I & II - Questions on Understanding People |
| 6:00 - 7:00 | SUPPER |
| 7:00 - 8:00 | Self Analysis |
| 8:00 - 9:00 | Group Reports on Task |
| 9:00 - 10:00 | Fishbowl - Process Analysis - Staff |

## TUESDAY

Objectives: Organizing Ourselves to Organize Others

8:00 - 9:00 BREAKFAST

9:00 - 9:30 Resource Material on Community Organization

9:30 - 12:00 Task for Groups I & II - Organization

1. Outline: Duties,
   Functions,
   Approaches,
   Skills ; of Community Organizers

2. Select and Train Three (3) Community Organizers from your group.

12:00 - 1:00 LUNCH

1:00 - 1:45 Role Play on Community Organization via Video Tape

1:45 - 2:15 Process & Content Analysis

2:15 - 3:00 Video Tape Replay

3:00 - 3:30 Self-Analysis

3:30 - 4:15 Role Play on Community Organization via Video Tape

4:15 - 4:45 Process and Content Analysis

4:45 - 5:30 Video Tape Replay

5:30 - 6:00 Self-Analysis

6:00 - 7:00 SUPPER

7:00 - 8:00 Stop Action - Staff

8:00 - 8:30 Film: "Roadblocks to Communication"

8:30 - 8:45 Role Play via Video Tape
Discuss Film
Using Communication Technique - Summarize Before You Speak

8:45 - 9:00 Process and Content Analysis

(continued on back page)

**TUESDAY** **(continued)**

| | |
|---|---|
| 9:00 - 9:15 | Video Tape Replay |
| 9:15 - 9:30 | Self-Analysis |
| 9:30 - 9:45 | Role Play via Video Tape |
| 9:45 - 10:00 | Process and Content Analysis |
| 10:00 - 10:15 | Video Tape Replay |
| 10:15 - 10:30 | Self-Analysis |
| 10:30 - 11:00 | Stop Action - The Relationship of Communication to Community Organization |

## WEDNESDAY

Objective: Problem Solving

| | |
|---|---|
| 8:00 - 9:00 | BREAKFAST |
| 9:00 - 10:00 | Fishbowl : Problem Solving - Staff |
| 10:00 - 11:30 | Task for Group I & II - Problem Identification |
| 11:30 - 12:00 | Community Review |
| 12:00 - 1:00 | LUNCH |
| 1:00 - 3:00 | Task for Group I & II - Problem Analysis |
| 3:00 - 3:30 | Community Review |
| 3:30 - 3:45 | BREAK |
| 3:45 - 4:30 | Process and Content Analysis - Staff |
| 4:30 - 5:30 | Task for Group I & II - Strategy Planning |
| 5:30 - 6:00 | Community Review |
| 6:00 - 7:00 | SUPPER |
| 7:00 - 10:00 | Test and Discussion - Reaction to Situation |

## THURSDAY

Objective: Community Leadership

| | |
|---|---|
| 8:00 - 9:00 | BREAKFAST |
| 9:00 - 9:30 | Film: "Sharing the Leadership " |
| 9:30 - 12:00 | Task for Groups I & II<br>Discuss Film and Resource Material on Group Behavior and Functioning of Social Action Groups |
| 12:00 - 1:00 | LUNCH |
| 1:00 - 2:00 | Group Reports |
| 2:00 - 6:30 | Rotating Workshops - Groups I, II, III<br>The Staff Speaks |

Workshops:
A. Community Organization
B. Leadership Development
C. Economic Development

| | | |
|---|---|---|
| 2:00 - 3:30 | Group I attend | Workshop A |
| | Group II, | Workshop B |
| | Group III, | Workshop C |
| 3:30 - 5:00 | Group I, | Workshop B |
| | Group II, | Workshop C |
| | Group III, | Workshop A |
| 5:00 - 6:30 | Group I, | Workshop C |
| | Group II, | Workshop A |
| | Group III, | Workshop B |

| | |
|---|---|
| 6:30 - 7:30 | SUPPER |
| 7:30 - 8:30 | Film |
| 8:30 - 10:00 | Trends in the Movement<br>Collaboration, Protests and Separation |

## FRIDAY

Objective: Skill Development and Evaluation

| | |
|---|---|
| 8:00 - 9:00 | BREAKFAST |
| 9:00 - 12:00 | Workshop I - Home Visits<br>Opening Pitch, Approaches, Listening Skills. |
| 12:00 - 1:00 | LUNCH |
| 1:00 - 4:00 | Workshop II - Small Group Meetings |
| 4:00 - 4:30 | BREAK |
| 4:30 - 6:00 | Task for Groups I & II - Evaluation of the Training Session |
| 6:00 - 7:00 | SUPPER |
| 8:30 - ? | PARTY |

## SATURDAY

Objective: Team Building & Field Assignments

| | |
|---|---|
| 8:00 - 9:00 | BREAKFAST |
| 9:00 - 9:30 | Group Reports - Evaluation of Training Session |
| 9:30 - 10:00 | Evaluation by Staff |
| 10:00 - 12:00 | Task for Groups I & II<br>Read and Discuss - " Field Perspective " |
| 12:00 - 1:00 | LUNCH |
| 1:00 - 2:00 | Group Reports |
| 2:00 - 3:00 | Team Building |
| 3:00 - 4:30 | Field Assignments and Field Planning<br>Distribute Case Study Forms |
| 4:30 - 6:00 | Personal Consultation |

# REPORT

TO: CHILD DEVELOPMENT GROUP OF MISSISSIPPI
Mr. Edward L. Cole, Director of Leadership Training
The Reverend Charles F. Thomas, Executive Director

FROM: MR. RONNIE M. MOORE
Director, Leadership Development
Scholarship, Education and Defense Fund for Racial Equality, Inc.
150 Nassau Street - Room 1030
New York, New York 10038

Marvin Rich, Executive Director

FOR: PERIOD - NOVEMBER 27 - DECEMBER 18, 1967

## PURPOSE

The purpose of this project is to train 150 Area Councilmen, Community Committeemen, and selected citizen leaders from the CDGM counties of Newton, Leake, Madison, Kemper, Rankin, and Jones.

The program will provide intensive training and the curriculum will deal with citizenship education, social problems, human relations, and leadership techniques. The outline of training activities describes the format for achieving the above objectives. (See Appendix A).

## SELECTION OF COUNTIES

Whereas training is needed in all CDGM counties, the pressure of 20 days makes it imperative that training be limited to the counties previously named. The counties were selected on the criteria of:

(1) interest and desire for training.
(2) ground work had been laid for training.
(3) organizational development.

## TRAINING CDGM TRAINERS

Trainers should be familiar with the social conditions and sensitive to the needs of the trainees. Therefore, Edward L. Cole, CDGM Director of Training, decided that selected CDGM staff members should be trained to participate in SEDFRE-CDGM training effort. The following persons took part in the training trainers session of November 27 - 29, 1967.

Bates, Jacquelyn, Area Desk Administrator
Chinn, Mamie, Community Program Worker
Chinn, Robert, Transporter
Devine, Annie, Special Assistant, Director Leadership Training
Frauche, A. L., Field Program Advisor
Gibbs, Dorothy, Field Program Advisor
Glascoe, Myrtle, Assistant Social Service Coordinator
Gore, Maycie, Community Program Worker
Jacobs, Arthur, Area Desk Administrator
Lewis, Minnie, Community Program Worker
Milliner, Johnny, Area Desk Director
Alexander, Sidney, Community Program Worker

The objectives were:

(a) to introduce the potential trainers to both lecture and laboratory training methods.
(b) to explain the objectives, courses and formats of leadership development.
(c) to equip CDGM trainers with skills to conduct the night classes and to serve as discussion leaders and process analysts during the weekend workshops for selected citizen leaders.

SEDFRE trainers, Henry G. Smith, Spiver W. Gordon, Ronnie Moore, CDGM Leadership Training Director, Edward L. Cole, conducted the sessions. The schedule is listed below:

| | |
|---|---|
| MONDAY, NOVEMBER 27 | |
| 2:00 - 3:00 | The objectives of the SEDFRE-CDGM Leadership Training endeavor |
| 3:00 - 5:00 | Sensitivity Training |
| 5:00 - 6:00 | Supper |
| 6:00 - 12:00 | Sensitivity Training |
| TUESDAY, NOVEMBER 28 | |
| 8:00 - 9:00 | Breakfast |
| 9:00 - 12:00 | Laboratory Training Techniques |
| 12:00 - 1:00 | Lunch |
| 1:00 - 2:00 | Process Analysis |
| 2:00 - 3:00 | Content Analysis |
| 3:00 - 6:00 | Discussion: Issues for Trainers (See Appendix B, I-V) |
| 6:00 - 7:00 | Supper |
| 7:00 - 12:00 | Group Task: How To Teach Problem Analysis and Strategy Planning |

WEDNESDAY, NOVEMBER 29

| | |
|---|---|
| 8:00 - 9:00 | Breakfast |
| 9:00 - 12:00 | Discussion: Issues for Trainers (See Appendix B VI - XII) |
| 12:00 - 1:00 | Lunch |
| 1:00 - 3:30 | Role Playing: How To Conduct Night Classes |
| 3:30 - 5:00 | Staff Assignments (See Appendix C) |

FINALE

## NIGHT CLASSES

Night classes will be introductory sessions to the curriculum of the weekend workshops. (See Appendix D). Three classes; one week apart, will be held in each county. Sessions will be opened to the public and special steps will be taken to encourage the attendance of CDGM policy makers. The classes will attempt to achieve the objectives below:

(a) to help trainees examine the socio-economic problems of their counties.
(b) to help trainees define their training needs.
(c) to help the night class trainees select participants to attend the weekend workshops (Each county will develop its own selection process).
(d) to motivate community activists and stimulate their interest in the training program.

The night classes will aid the community activists to release their hostilities and frustrations so that they can adjust to the rigorous weekend sessions. My previous reports clearly indicates the history of the negative feelings of community leaders toward CDGM and its failure to keep its promise of "maximum participation of the poor."

The proceedings of the night classes will be developed into case studies for analysis and evaluation during the weekend workshops.

Home visits may be essentail in order to insure significant attendance at the night sessions. The SEDFRE-CDGM trainers will make such visits when necessary.

## WEEKEND WORKSHOPS

The primary objective of the weekend workshops is to provide specialized training and individual attention to CDGM policy makers who have been attending the night classes. The workshops will be held at a retreat center where facilities are conducive to learning. The workshops will be held December 8-10 and 15-17, 1967.

Resource persons will include the SEDFRE-CDGM training team and individuals from the CDGM operations who have specialized knowledge regarding the topics stipulated in the curriculum.(See Appendix D).

## SEDFRE TRAINERS

Henry G. Smith and Spiver W. Gordon of SEDFRE staff will serve as full time training consultants to the CDGM training team during the entire program. SEDFRE will provide Ronnie Moore, and other consultants for the weekend workshops. Such personalities could include Mrs. Shirley Lacy of the Newark, New Jersey Welfare Rights Project, John Zippert, Assistant Director of the Southern Cooperative Development Project, and SEDFRE executive directors, Marvin Rich, a former labor union organizer and public relations director.

APPENDIX A

## OUTLINE OF TRAINING ACTIVITIES

| DATE | PLACE | ACTIVITIES |
|---|---|---|
| November 27-29 | Jackson | Training CDGM Trainers Session |
| November 29 | Newton, Leake & Kemper | Night Classes |
| November 30 | Jones, Rankin & Madison | Night Classes |
| December 1 | Kemper | Night Classes |
| December 1-3 | Jackson | Material Development & Weekend Workshop Planning |
| December 4 | Jackson | Evaluation of Night Classes<br>Preparation of Case Studies |
| December 5 | Newton County | Night Classes |
| December 6 | Leake, Newton & Rankin | Night Classes |
| December 7 | Jones & Madison | Weekend Workshop Planning |
| December 8-10 | Jackson | Weekend Workshop |
| December 11 | Jackson | Evaluation of Weekend Workshop |
| December 12 | Jackson | Material Development |
| December 13 | Leake, Newton & Rankin | Night Classes |
| December 14 | Jones & Madison | Weekend Workshop Planning |
| December 15-17 | Jackson | Weekend Workshop |
| December 18 | Jackson | Evaluation of Training Efforts and Formulation of Recommendations |

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APPENDIX B

## S.E.D.F.R.E.
## LEADERSHIP DEVELOPMENT DEPARTMENT

## ISSUES FOR TRAINERS

I T-Grouping

  A. Objectives
  B. Relevancy
  C. Effectiveness and Significance

II Process Analysis

  A. Definition
  B. Objectives
  C. Observations and perceptions

III Content Analysis

  A. Nature and scope of subject
  B. On the beam discussion

IV Training Techniques

  A. Group discussion
  B. Films
  C. Blackboard
  D. Directive vs non-directive ways of teaching
  E. Group observing group
  F. Lecture
  G. Group tasks
  H. Training exercises and role playing
  I. Other

V Displays

  A. Outlines
  B. Notes of sessions
  C. Questions and answers
  D. Charts

APPENDIX B

VI Dynamics of Leadership Development

- A. Self-Awareness
- B. Knowledge
- C. Skills
  - 1. Problem solving
  - 2. Communication
  - 3. Strategy planning
  - 4. Other

VII Training Staff

- A. Resources
- B. Use
- C. Teamwork and coordination

VIII Structure

- A. Formats
  - 1. One day
  - 2. Night classes
  - 3. Weekend
  - 4. Weeklong
  - 5. Series
- B. Agenda
  - 1. Changes
  - 2. Structured vs unstructured
  - 3. Flexibility vs inflexibility
    - a. Minor changes
    - b. Major changes
    - c. Complete changes
    - d. No changes

IX Shop Talk for Trainers

- A. Learning pace of trainees
- B. Amount of learning going on
- C. Usefulness, interest and relevancy of the discussion

D. Steering the group too fast or too slow
E. Free flowing discussion
F. Informed vs uniformed members of the group
G. Inclusion
H. Time keeping
I. Setting priority on training needs.
J. Reminding group of tasks
K. Remembering the role of trainer
L. Staff input or stop action
M. Dealing with unpredictable developments
N. Dealing with relevant personal "hang ups"
O. Summarizing
P. Using provocative questions
Q. When trainees request judgements
R. When people come in late
S. Exploring norms
T. Provocative statements
U. Dealing with hostility
V. Minimizing frustration
W. When trainers get up tight
X. T-Grouping before each training session
Y. T-Grouping after each training session
Z. Evaluating training efforts

X Kinds of Workshops

A. Personal Growth
B. Community relation
C. Community problems
D. Leadership½ techniques
E. Administrative skills

  1. Policy making
  2. Business administration
  3. Finances

    a. Budgeting
    b. Auditing
    c. accounting
  4. Programatic direction

XI Material Development

XII Selection of Participants
A. Who
B. How
C. For What
D. Why

APPENDIX C

## STAFF ASSIGNMENTS

**JONES COUNTY**

1. Maycie Gore
2. Jacqueline Bates
3. Charles Thomas
4. Edward L. Cole
5. Spiver Gordon

**KEMPER COUNTY**

1. Edward L. Cole
2. Sidney Alexander
3. Hank Smith
4. Dorothy Gibbs

**LEAKE COUNTY**

1. Annie Devine
2. Minnie Lewis
3. Spiver Gordon

**MADISON COUNTY**

1. Annie Devine
2. Dorothy Gibbs
3. Hank Smith
4. Mamie Chinn

**NEWTON COUNTY**

1. Ronnie Moore
2. Myrtle Glascoe
3. Arthur Jacobs

**RANKIN COUNTY**

1. Ronnie Moore
2. Myrtle Glascoe
3. Arthur Jacobs

Staff assignments were made on the basis of experience, age, and other factors in order to construct strong training teams.

APPENDIX D

## CURRICULUM

The course is designed to increase the self-awareness, provide specialized training and develop community work skills of the participants. The two weekend workshops will cover the sessions described. However, changes will be made to meet the specific needs of the trainees.

### SESSION I
### Developing Discussion Leaders

Sessions will be designed to acquaint leaders with skills and attitudes in handling effective group discussion. Participants will be taught approaches to the questions listed.

1. How to Stimulate Interest
2. How to Get Everyone Involved
3. How to Get People Talking
4. How to stop a few persons from dominating discussions
5. How to keep the attention of the group on the beam
6. How to reach a group decision
7. How to persuade without antagonizing
8. How to form an Agenda
9. How to remove the responsibility of covering items on the agenda from the discussion leader to the group

Techniques and methods of solving the above and other problems will be illustrated by demonstration, analysis and role playing.

### SESSION II
### Understanding Human Relations

The workshop focuses on experiences in group situations designed to contribute to understanding of: (a) one's self and one's impact on others, (b)feelings and behavior of other members, (c) conditions for effective group operations, and (d) how organizations prevent, create or resolve human relations problems.

The fundamental interpersonal relations exchange will lead to increased self-awareness and a deeper comprehension of the receiving, sending and confirming elements of the communication process. The live group experiences become the subject matter for teaching group dynamics and organization efficency.

Emphasis is upon learning through participation and observation but this is supplemented by short analytical sessions.

Through direct brotherhood encounters with openess and honesty, participants are helped to develop good working relations and to sharpen their ability to confront disagreement and conflict without becoming defensive.

The workshop is actually a laboratory instead on an academic experience. The primary task is to develop work groups that can set goals, define problems, communicate, develop leadership and provide functions of responsible membership. It is usually described as sensitivity training.

## SESSION III
### Community: Problems, Action and Change

I. Community Problems

A. Community Analysis

1. Geographic
2. Economic basis
3. Centers of power
4. Resistance forces
5. Cooperative forces

B. Nature and Scope of Problems

1. Political
2. Educational
3. Economic

II. Community Organization

A. Purposes

1. To solve community problems
2. To develop power bases
3. To involve masses in community action

B. Self-Advancement Activities

1. Exploitation of local, state and federal public programs

2. Development of cooperatives and businesses
3. Quality education
4. Political strength and action
5. Legal action
6. Non-violent direct action

C. Participation in Social Movements

1. Civil Rights
2. Welfare
3. Labor
4. Peace

D. Management of Conflict

1. Delineation of a target
2. Selection of vulnerable targets
3. Sustaining the crisis

## SESSION IV
## Facts on the War Against Poverty

I. Poverty

A. Causes
B. Effects

II. Federal War Against Poverty

A. Economic Opportunity Act of 1964

1. Title I Youth Programs
2. Title II Urban and Rural Community Action Programs
3. Title III Special Programs to Combat Poverty in Rural Areas
4. Title IV Employment and Investment Incentives
5. Title V Work Experience Program

B. Discussion of Pertinent Programs

III. Evaluation of Programs

A. Scope and depth
B. Community needs vs. governmental resources

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## SESSION V
## Analysis of CDGM

I. Its History

- A. Outgrowth of Mississippi social movement
- B. Conception and political opposition
- C. The new CDGM

II. Its Objectives and Philosophy

- A. Pre-school centers
- B. Community organizations
- C. Local control and maximum participation

III. Its Structure

- A. Representation of the people
  - 1. Board of Directors
  - 2. Area Councils
  - 3. Community committees
- B. Administration
  - 1. Central office
  - 2. Area offices
  - 3. Centers

IV. The 1968 Proposal

- A. Decentralization
- B. Role of Elected Community Representatives
  - 1. Election
  - 2. Status
- C. Programmatic Contents
- D. Budget
  - 1. Categories
  - 2. Figures

V. Review of OEO Memorandums

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(15)

## SESSION VI
## Studying How Organizations Work
### (CDGM Policy-Making Bodies)

I. Objectives

   A. Local Control

   B. Maximum participation

   C. Community representation

II. Organizational Structures

   A. Officers

      1. Chairman
      2. Secretary
      3. Treasurer
      4. Other

   B. Committees

      1. Program
      2. Finance
      3. Personnel

   C. Laws, Restrictions, and Powers

III. Leadership

   A. Definition, standards and Qualifications
   B. Selection process
   C. Functions and powers

IV. Organizational Functions

   A. Goal Setting
   B. Decision Making
   C. Problem Solving
   D. Strategy Planning
   E. Policy Making
   F. Administration

(2)

(16)

## SESSION VII
## Skill Development

I. Public Relations and Fund Raising

  A. Publicity

  B. Intergroup Work

  C. Income

    1. Sources
    2. Ways of obtaining financial support

II. Negotiations

  A. Definition

  B. Techniques and methods

  C. Preparing for negotiations

  D. At the Negotiation Table

III. Conducting Business

  A. Holding meetings

  B. Parliamentary Procedures

  C. Order of Business

IV. Complaint Filing

  A. Definition and responsible public and/or private agency

  B. Validating a complaint

    1. Facts
    2. Witnesses

  C. Where to file it

  D. How to file it

  E. How to get action

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(17)

# PARTICIPANT EVALUATION OF LEADERSHIP DEVELOPMENT TRAINING PROGRAM - November 27, 1967 - December 17, 1967

ANALYSIS BY

Edward Cole, Director of
Training, CDGM

## INTERPRETATION OF ANALYSIS

| | |
|---|---|
| Parts I, II, III | The numbers listed on the sheets represent the total number of responses and ratings taken from participant evaluation forms. |
| Parts V, VI, VII | All responses given to questions by participants are printed as written by participants. |

TITLE OF WORKSHOP COMMUNITY LEADERSHIP DEVELOPMENT

PLACE SOPHIA SUTTON MISSION DATE 12/8-10/67, 12/15-17/67

ADDRESS HIGHWAY # 42, PRENTISS, MISS. ORGANIZATION C.D.G.M.

## E V A L U A T I O N

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | 14 | 30 | | 1-Responses on separa page |
| CDGM - How it Works | 10 | 24 | 1 | 2 |
| Citizenship Education | 13 | 24 | 1 | 2 |
| Community Organization and Welfare Rights | 14 | 22 | 3 | 2 |
| Community Public Relations | 7 | 20 | 3 | 3 |
| Housing | 8 | 19 | 7 | 3 |
| Leadership Techniques | 13 | 22 | 5 | 1 |
| Negotiating skills and How to Conduct a Meeting. | 14 | 22 | 4 | 1 |
| The Role of the Church today and Community Problems | 13 | 19 | 3 | 1 |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | 13 | 25 | 2 | 1 |
| "Omawale" | 4 | 19 | 3 | |
| "Our Country Too" | 7 | 19 | 3 | 1 |
| "The Negro and the South" | 7 | 19 | 3 | 1 |
| "The New Mood" | 6 | 19 | 1 | |
| "No One to Help Us" | 2 | 13 | 3 | 1 |
| "Nothing But a Man" | 11 | 22 | 3 | 1 |
| "We Struggle for Ourselves" | 14 | 18 | 4 | 11 |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | 5 | 22 | 1 | 1 |

Please Write in your County

Vl. What did you like best?

Administrative skills - can be improved by

- -putting into action
- -be interest
- -leadership
- -be her work
- -more workshops
- -more workshops
- -counties
- -by continuing
- -understanding
- -understanding

CDGM - HOW IT WORKS

- -it works fine
- -more support
- -more community workshops
- -more community workshops
- -leadership
- -by working together
- -people getting more to say

CITIZENSHIP EDUCATION

- -more workshops
- -by working together
- -common sense
- -more workshops
- -more discussion
- -political activity

COMMUNITY ORGANIZATION AND WELFARE RIGHTS

- more workshops
- more workshops
- changing some of the laws
- politics
- more discussion

COMMUNITY PUBLIC RELATIONS

- more workshops
- more workshops
- more group discussion
- working together

HOUSING

- by using good judgement
- more details
- organizing
- need more information
- more workshops
- better housing

LEADERSHIP TECHNIQUES

- co-operation
- more workshops
- more workshops
- organizing
- more time
- didn't participate
- learn to work together

## NEGOTIATING SKILLS AND HOW TO CONDUCT A MEETING

- following the leader
- more workshops
- chairman in charge
- more workshops
- more workshops
- more lecture

## ROLE OF THE CHURCH TODAY AND COMMUNITY PROBLEMS

- organization
- more workshops
- not together
- need more information
- by serving them

## II-A

## "FREE AT LAST"

- to be shown to communities
- leadership
- we are not free yet
- have faith
- more showing
- organization

## "OMAWALE"

"OUR COUNTRY TOO"

- -loving
- -by being in power
- -more land

"THE NEGRO AND THE SOUTH"

- -more showings
- -by organizing and guns
- -keep on fighting

"THE NEW MOOD"

"NO ONE TO HELP US"

"NOTHING BUT A MAN"

1. What did you like best?
    - a) Negotiating skills - How to conduct a meeting, Community Organization and Welfare Rights.
    - b) The class concerning the role of the church in the community.
    - c) Negotiating skills and how to conduct a meeting.
    - d) "Free at Last"
    - e) The role of the church today and community problems.
    - f) The thing I like best was trainer really took an interest in learning us the skills.
    - g) "Nothing But a Man"
    - h) Negotiating skills and How to Conduct a Meeting.
    - i) Leadership Training Techniques.
    - j) Community Organization and Welfare Rights.
    - k) Negotiating skills, How to Conduct a Meeting.
    - l) The role of the church today and community problems.
    - m) I liked the role of the church today and community problems.
    - n) Citizenship Education, Community Education, Leadership Techniques.
    - o) The role of the church today and community problems.
    - p) Community Organization and Welfare Rights.
    - q) Community Organization and Welfare Rights.
    - r) "Nothing But a Man"
    - s) Leadership Techniques to Community Organization.
    - t) Negotiating skills and How to Conduct a Meeting. Leadership Techniques.
    - u) Most of all I liked the class, and some of the trainers.
    - v) I really can't say whose house I like best, because every one I was in was very good.
    - w) Citizenship Education - Leadership Techniques.
    - x) House discussion.
    - y) Leadership Techniques, The Role of the Church Today and Community Problems.
    - z) Class Work.
    - a) I liked the Negotiating skills and How to Conduct a Meeting.
    - b) Leadership Techniques and The Role of the Church Today and Community Problems.
    - c) I liked How the Leaders conducted all classes.
    - d) Policy Making-- CDGM - How it Works.

e) Administrative Skills.
f) I liked titles. Failed to understand something not all about the Housing.
g) The New Mood film was my choice.
h) Community Organization and Welfare Rights.
i) Negotiating skills and How to Conduct a Meeting; Leadership Techniques, Community Organization and Welfare Rights.
j) I like best of all The Role of the Church Today.
k) Leadership Techniques, Housing.
l) Leadership Techniques and how the trainer and director let the group answer their own questions.
m) "We Struggle for Ourselves"
n) "The New Mood"
o) These are the classes: The Role of the Church, and the way Ronnie conducted classes.
p) Negotiating Skills and How to Conduct a Meeting, and Community Organization and Welfare Rights.
q) The CDGM Workshop.
r) Community Organization and Welfare Rights.

2. What did you like least?
a) Food.
b) Housing.
c) I didn't like the way we discussed some ideas.
e) I liked the housing lease because you have to put all of your land or sell an acre or two to son or daughter in case something happens that you will have somewhere left, and then the money goes to housing project, and you get the receipts.
f) The least thing I liked was Negotiating, for I didn't so well understand.
g) The films.
h) The Housing. Something I failed to understand about it. All the other titles were excellent.
i) The long debate on policy making bodies.
j) There could have been improvement in the Role of the Church Today and Community Problems.
k) All were excellent.
l) The information offered on Housing.
m) To be truthful I can't say that I liked any of the courses least because I got something out of all the ones I was in.
n) On last weekend, what I liked least was the food.

o) Public Relations and the far off section also the transportation that was offered.
p) Housing program.
q) Housing.
r) CDGM - and how it works.
s) Sitting down so much.
t) I didn't like the way of transportation because we were too crowded, I didn't like staying in Sophia Sutton because it was too noisy and I couldn't rest at night.
u) What I liked least about the workshops was transportation, and the breaks between the sessions.
v) The hours were too long and you had to get up too early.
w) Nothing.
x) Class on Housing.
y) Housing.
z) The Negro in the South not strong for their rights.
a) The least thing I liked about the workshop is the sessions were short.
b) Community Organization and Welfare Rights.
c) The distance that had to be traveled to attend workshop.
d) The way that my people are being treated in the film in fighting for our rights.
e) I didn't like the way that we were treated when we started to march, and the struggle we went through to get us where we are today.
f) I didn't like the way people responded in class. Some people said very little.
g) Housing, because it seems to me as though the man from FHA had been brain washed by his supervisor who was white, using terms such as "boy" when he was referring to a man.

3. These workshops have helped me in the following way (s).

a) To speak out, no matter what others think or say, no one knows how what you mean until you say it. Helped me to realize I haven't done my duty in my community.

b) I learned more leadership skill. How to interest more people in the community. How to organize a precinct.

c) How to organize a community. What steps to take first with a small group. To talk with the minister on problems of welfare. To seek and learn about politics and parlimentary procedures. The workshop helped me to start thinking for myself.

d) Leadership. To train people more about CDGM.

e) My church needs to know its role and responsibility toward the community. My community need to know how to get organized. That we as a whole need to know who we are and where we are and our real culture.

f) How to organize a community. How to help solve our problems. How to deal with the white man. How to fight for what my community wants.

g) That our Negro preacher is not helping us to solve any of the welfare problems. It helped me in many ways about present elections and how to get people to vote.

h) To speak out and to include everybody in the discussion. I gained information on many things, welfare, negotiations, organization. I gained some information in all of the classes. I am more able now to contact people in my community. From the film "New Mood" encouraged me to stand up for and with our people.

i) I know more about how to organize my community. To know more about leadership in my community. To see how much I do not know. To be a better leader in my community.

j) It enlightened me in some things I did not know.

k) I learned some ways to organize my community. I learned how to get things over in the church. These workshops gave me a good guideline to work by in the community. I learned how CDGM will work in '68.

l) Organize the community. Negotiating skills. Public relations (fund raising). How to conduct a meeting.

m) Leadership techniques, because I know who a leader really is. I got a better understanding from everything I learned how to organize. The role of the church today and community problemshelped me understand how to take this matter to the church. Community organization and welfare rights. I learned more about politics.

n) The workshops have helped me to learn about FHA. The workshops have helped me to understand more about welfare.

o) I have been able to take an inward look at myself as a leader. I have gained more information about the community resources. I have gained new strength and ideals. More qualifications of a leader. The role the negro has played in history is very good.

p) How to get a community organized. How to become a leader. How to deal with public affairs.

q) It has helped me in going about trying to help get the Headstart school begun. How to try and get welfare for poor people. Given me method of how to negotiate. How to go about getting FHA loans or home repairment.

r) It has acquainted me with the program.

s) Let me know I don't know it all. Showed me how to make contact when not satisfied there is something can be done. Got to know many people and what field they were working in.

t) By coming to these workshops I am able to understand better. I have learned more about helping other people. I am able to go back and do just a little better than I have in the community and others. By seeing myself on television it taught me to express myself better.

u) How to organize. What a leader should know. The ways in making contact. How to speak up for your right.

v) These workshops helped me very much in many ways. I enjoyed each course and learned a lot from each one I was in. I think they are very interesting and needy.

w) It has helped me to become aware of more problems in my community and also to know the solution to many of the problems.

x) More understanding, better thoughts as committeeman.

y) I have learned how to organize the community. The have helped me in conducting a meeting. I have learned all about the problems of our state and the way I can help in solving them.

z) To understand better ways to work with my community and the program.

a) Better ways to work as a committeeman in my community.

b) It helped me to understand the role of the church today and community problems and it also helped me to understand the FHA and how it works. It helped me to understand citizenship education, community organization, and welfare rights. I also learned about community relations.

c) To help the community to become organized, and to get to see their mistakes by not voting, and to talk and help the people of my community about welfare rights.
d) How to become a better citizen in my community. How to cooperate in classes. How to deal in politics. To organize my people in my community. Learning to work together. Stand up and be counted.
e) How to conduct meetings. How to approach the people in the community in order to gain thier cooperation. Obtain information on housing that I have wanted. Got a better understanding of CDGM - how it works.
f) These workshops have helped me to understand the problems of the community of which I live and how to deal with them.
g) How business organizations are conducted. I learned something about welfare rights, public relations.
h) I have learned more about community organization and welfare rights. How to set up programs in my community and how to get people aware of what is needed. Who make policy. I have learned that Congress make policy. How to get understanding.
i) The workshop have helped me in many ways. I think I can go in my home and do some good.
j) They have given me a better idea and insight on where I stand and what I should do to help my community. A better idea in helping myself.
k) Leadership training. Films - We Struggle for Ourselves, Nothing But a Man; enjoyed by all. Community public relations. The role of the church today and community problems.
l) More determined to go back to my county and do something about the problems. A better understanding of how to organize.
m) It has helped me to understand how to solve problems. It has helped me learn how to better organize our community.
n) It halped me in many ways, how to help people in welfare organization and how to help people in housing.
o) The workshops helped me to be more determined to work in my community and help organize our county.
p) The workshops have helped me to know how to conduct and organize better. Also has helped me to know who is the leader. You can be a leader.

q) How to be what I am. How to speak what I think whether it's right or wrong.

r) By providing a course of more understanding the role of the church. A method of citizenship education.

s) Learning more about leadership. Learning more about people. We need more training.

4. Comments

a) I think they all were fine.

b) Doing the workshop our course has been given so that we may have a better understanding of how CDGM and its program is giving us a better opportunity of how to cooperate through organization.

c) We need to attend more training meetings.

d) I also enjoyed different activities.

e) The program is real helpful to me.

f) If you bring more workshops in our community it will help more people and the film needs to be shown in our community - "The New Mood". I think it will help our community.

g) I comment on community organization and welfare rights. It taught me better how to speak out for our rights.

h) I think the workshops were real good. We need more of these kind of workshops.

i) First of all I enjoyed the films. The training was very interesting! I learned so much. I'm going to try to do better in the future.

j) I think that we should have more workshops of this kind. It would help we black people more as a race.

k) We need these workshops in our community.

l) The film about "The New Mood" let us know that we must have courage and determination. If I try and don't succeed, try and try again. For we get no gain with pain.

m) I think if I should get the chance to be in this in our community I can be some help.

n) Wish that this kind of workshop had been started long before now.

o) I hope that in the near future more of our people can participate in the workshops. If these workshops are brought to our communities it will be more effective. Time can be saved if each one would stick to the subject and not go on a wild goose chase.

p) I hope that CDGM will continue in our county if possible.

q) I think these workshops have been a great help to us and I wish we could have them more regular in our community.

r) I think we need more workshops of this kind, and it was conducted nice.

s) I would like more of this kind of workshop.

t) I think the Resource Teachers in these workshops were some of the best. I like the way they took interest in each individual. Most of all I really enjoyed Mr. Ronnie Moore's classes. I think he is very good in his work. I wish that all young men had the ability like him.

u) These workshops were very interesting and we need to have more of them.

v) As a whole I have enjoyed going to these workshops. I have learned a lot of interesting things. And any time there is a workshop, I am proud to attend, and that is, I will be able to help other people.

w) I think these workshops should continue through the social community. That it may teach more social people or grass root. This set up was well arranged and highly approached. Do it again and invite me.

x) This workshops have helped us Negroes in so many ways. It has also helped us to try and get better community churches home to pull together with each other.

y) I think we need more training.

z) We need more leadership training works early in the new grant. It is true a leader cannot lead where he doesn't go and that he doesn't know.

a) I think we should stand and exercise our body or leap because these chairs don't feel good at all. I think we should open our mouth and talk more.

b) I like meeting different people, discussing together, watching films. I really liked watching "Nothing But a Man", "The New Mood", "The History of the Negro".

c) The workshops were enjoyable but it could have been improved by making preparations ahead of time.

d) This workshop has been a great help to me. I had these ideas but I didn't know how to go about expressing them to my people in the community.

e) I enjoyed it. I am proud I came to see and hear. Sorry I could not bring someone with me to hear and see it.

f) We need more training sessions.

g) We need more training like this. The trainers were very efficient. In Jackson the place was excellent. Sophia is nice also. I have enjoyed both sessions and hope there will be more.

h) Evertthing that was taught was good to me and for me and my people, especially training and equality for Negroes.

i) I think the two workshops I was in were very helpful to me. It really helped me to understand our problem and how to try and help my people in my community.

j) We need to stop fooling ourselves, and stop eating so many hot dogs. We need leadership, and to get organization.

k) I enjoyed being in workshops and I wish that more training was available for us. I am very interested as a leader for my community or people.

l) I have really enjoyed every class and gained some skill and knowledge about lots of things I didn't know. I think this will be very helpful to me and my community.

m) The transportation was poor. The food could have been improved by serving more on a tray at the Masonic Temple. The supervisors were very nice in helping me to understand the workshop.

To: Marvin Hoffman - Child Development Group of Mississippi
From: John Martinson - Communication Service Corporation
Re: Interim Report on CPW Training program
Date: June 8, 1967

In accordance with our contract of April 3, 1967 (as supplemented by the contract of June 5, 1967) the training program for Community Program Workers and their Assistants has proceeded largely as planned. There have been no substantive changes in the content of the program, however, in response to the expressed wishes of the trainees a more intensive training effort than originally envisioned is now being conducted. Also at the request of the trainees arrangements have been made to hold training sessions in different communities.

The orientation session April 16-21, 1967 had four major goals:

1. To develop among the staff a sense of self-awareness and cohesion as a group;
2. To introduce and develop understanding by the staff of the skills needed in reaching individuals;
3. To assist the staff in gaining greater knowledge of the nature of groups and the skills required in working with groups;
4. To help the staff gain a greater knowledge of the nature of community and skills required in building community organizations capable of dealing with some of the oppresive systems in the state of Mississippi.

In respect to the first goal it appears that a strong sense of cohesion as a group did develop beyond any previous expectations on the part of the trainers. With the exception of one or two individuals whose retention of the material was difficult to judge, there also appeared to be good receptivity and understanding of the material dealing with individuals. It is more difficult to judge the results of the sessions on groups and skills required in working with groups. This can be attributed to two main factors: (1) the growing sense of cohesion among the CPW's tended to draw them into separate meetings dealing with administrative subjects and this took time away from the training sessions, and (2) while their group meetings would have constituted ideal material for discussion of the nature of groups and group processes, such an exploration at that time might have threatened the emerging sense of cohesion as a group themselves. The same factors operated in the treatment of materials concerned with "the community. There is no reason, however, why these subjects cannot be covered in much greater depth and detail in future sessions. In fact, as related below this began to happen in Workshop #1 held in Laurel, Mississippi May 15-17, 1967.

Our recommendations and conclusions in regard to the orientation session are as follows:

1. The team training approach appears successful. It should be continued though the exact composition and the composition of the trainee groups might be varied in particular circumstances.

2. The role playing technique was well received by the group, and much was learned from each of the situations enacted.

3. The utilization of visual materials had beneficial results in terms of learning and retention on the part of the CPW's. It is recommended that more film or slide material be used and efforts will be made to find such material.

4. The utilization of outside resource persons was not entirely successful. It is suggested that in the future the CPW's be involved in the selection

of outside persons as early as possible and that trainers be given as much information as possible to prepare the CPW's for most effective utilization of such persons.

5. Written materials should be prepared by the trainers in advance so that they can be utilized and referred to during the sessions.

6. Members of the training group should be encouraged to take notes during the sessions for better retention of the material being discussed and as a training exercise for their work in the community.

7. If the goals of CDGM as an organization were spelled out in greater detail in statements from the CDGM Board of Directors it would facilitate the training of CPW's. The training staff feels the need of a clearer articulation of long-range goals from an authoritative source if the training program is to be conducted with maximum efficiency and effectiveness.

Following the recommendations of the trainees the first In-service Training Workshop was held at Laurel, Mississippi May 15-17, 1967. Workshops #2, #3, and #4 are planned for other Mississippi communities. This general strategy of conducting the training closer to the real situations in which the CPW's work appears to be a good one. The main focus in this workshop was on the skills and understanding needed for the analysis of a community and the processes by which that community can begin to move toward positive social goals.

The situation in Laurel and Jones County was presented and analyzed in some detail. A particular community program which seemed feasible was selected for special attention and role playing situatations were enacted. The problem selected by the trainees was the feasibility of a federally funded school lunch program. Steps by which this might be brought about were carefully thought out and forseeable problems or obstacles were analyzed. This appears to have been an important learning experience for the participants, and the activities of this workshop are being analyzed by the training staff in the process of planning subsequent sessions.

CHILD DEVELOPMENT GROUP OF MISSISSIPPI

August 11, 1967

# INTERIM REPORT OF THE TASK FORCE FOR DECENTRALIZATION

(1) The Board at its last meeting instructed the Director to convene a Task Force on Decentralization. This was done and The Task Force, as instructed, met on July 25, 1967, to discuss the steps to be taken to implement the Board's decision. The Task Force is composed of the following members: Rev. C. Thomas, Field Operations; Reginald Robinson, Social Service; Gloria Cotton, Area Desk; and Richard Steele, Kline & Saks.

As its first step, the Task Force visited Copiah County. There at the Area Center a discussion was held with the Center Staff. Existing personality conflicts among the staff were throughly aired and the implication of this state of affairs was related to the problems of decentralization for the Area. The problems in Copiah seem to center around the following:

1. Personality conflicts and inter-personal relationships.
2. Poor lines of communication among the Area Staff personnel on one hand, and the Area Staff personnel and the Central office on the other hand.
3. Inadequate relationships between Area Staff and the committee with which they must work (Area Council and Community Committees Center Staff).
4. Lack of the realization of the implications of points 1, 2, and 3, with reference to Decentralization.

Following the visit to Copiah County, during the same week, the Task Force visited Washington County and conferred with the Area Staff. There, substantially the same discussion covering the same matters as discribed above were undertaken. There was one important difference at Washington County meeting: an Area Council member was present (Jake Ayres).

The same week the Task Force returned to Copiah County to meet with the Area Council.

The Area Council was ill-prepared to confer with the Task Force, as a result, the meeting with the Council was less than satisfactory. The difficulty centered around the failure of one Council member who had in his possession the publication "Duties and Responsibilities of Area Council", but had not distributed them to the Area Council members.

The Task Force scheduled a second meeting in Washington County for the following Thursday. Unfortunately, the workshops for CPWs and AAs was also scheduled for the same time. The meeting was cancelled and tentatively rescheduled for the following Tuesday.

The Task-Force returned to Washington County.. As scheduled on Tuesday, August 8, Mr. Michael O'Sullivan had been added to the Task Force to reptesent Medical Health Service. On arrival, it was discovered that the Area Council and Area Staff had only vaguely been aware of the forthcoming meeting. Neither the Area Staff nor the Council appeared for the meeting. The Task Force asked Fredrick Brown, the AA, to reschedule the meeting for a future date and to inform Central of the time most convenient for the Area Council and Area Staff to meet with the Task Force.

(b) The Task Force also wishes to report the following developments in the area of its responsibility:

1. Sensitivity Training team began operations in Sharkey-Issaquena Counties with the Area Council and Area Staff. It is hoped that the work of the team will enable the members of the Council and Area Staff to attack the problem of Decentralization jointly, harmoniously, and successfully.

2. Richard A. Steele of Kline & Saks, a member of the Task Force, remained in Washington and Sharkey-Issaquena Counties to begin the construction of a model for decentralization based on his conversations, observations, and collection of data for this purpose.

## OBSERVATIONS

Copiah County Staff: Although the Area Administrator had only been on the job about two weeks, however, he appeared to be strong and capable, showing promise in carrying on the duties and responsibilities of the Area Administrator. With relations to the present structure, it is also felt that with additional experience and training he would be capable of carrying out the same functions as it relates to Decentralization.

As far as could be observed, the Area Staff seems capable of carrying out their functions. However, additional training is needed in order to continue present progress.

Copiah County Council: Reverend Thomas, one of the members of the Area Council, catagorically stated that he was in disagreement with the Area Council duties and responsibilities as outlined in the Central Staff publication referred to above. However, he stated that he did not wish his opinion to have any bearing on the position of any other Area Council member in this matter.

Washington County Staff: Through re-discussion with the Area Staff, it became apparent to the Task Force that from many stand points, the Area Staff was not ready to handle Decentralization at this time.

Some of the reasons are:

1. Serious personality conflict among the Area Staff.
2. Lack of sensitivity to community needs and social community involvement.
3. Failure to approach the Area Council pertinent to its involvement with the operation of Area Office and its Staff.
4. Lack of understanding for the need to cooperate with one another to realize the goals of CDGM.

TO: Marvin Hoffman

FROM: Ed Cole, Director of Leadership Training

RE: Evaluation of Area Council Workshop - September 8-10, 1967

The leadership training department sponsored a workshop during weekend September 8-10.

The session began with 14 person present. The group was very tense and composed, prepared for a traditional meeting. Registration forms were distributed to cover many purposes:

(1) to determine whether participants could read with comprehension and write with organization.
(2) to determine whether community leaders would admit that they didn't know.
(3) to determine whether participants would use available resources.
(4) to determine the extent to which area council members had been involved in community organization.

The registration forms served a peculiar type role-play in which, we were able to point out the effects of a people or a group's not using its resources. We were able to detect that several area council members needed assistance in reading and writing.

The registration forms revealed the following general conclusions:

(1) the area council members had participated in some type of community organization, varying from voter registration to public school PTA's.

(2) the general case was participation in church activities.

They described the community problems as:

Lack of political and economic power, apathy on the part of community people, poor conditions in schools - school generally segregated. Total absence of recreational facilities.

All participants felt that decisions are independently made by the power structure of the county.

The registration form is included as appendix (A).

Friday night we worked on communication, inclusion and control. To achieve this goal the trainers created a vaccum by leaving the group to begin a discussion. This attempt proved a failure because the group sat silently - until attempts were made by two members of the group to break the ice. The group allowed leadership to be taken over by the vocal members. The trainers brought the discussion to the "here and now" by demanding that the group work on the task before it. The group asked the trainers for help to work on the task... Ronnie then gave a lecture on communication, inclusion, leadership-control.

Laboratory techniques were used to get the group to deal with the task. Again leadership of the group was taken over by the vocal members. Stop Analysis pointed out that the members of the group gave up their primary responsibilities to vocal members. The trainers elected to let the vocal members of the group take the group on for about an hour, before the action was stopped again, at which time we pointed out to the group the role of leaders and elected representatives... In bringing it to the "here and now" the area council members were able to look closely at themselves to see how they had allowed leadership of the area council to take over. A common comment was "I see how I have, in most cases, given up my primary right by not speaking out."

Friday night session fell short of trainers' projected, success, but accomplished more in the line of dealing with the authority of elected representatives. The trainers felt that the groups self-determination was more profitable to it than following the outline rigidly. The session was complicated by the absence of many of the representatives.

At the beginning of the second session the group was ready for sensitivity training, but the trainers elected not to do it, on a large scale basis, however, many feelings came out and were dealt with during the course of the weekend. Task given to the group on saturday morning was to bring members who had just arrived up-to-date on materials covered the night before. Conflicting needs came into the open through the process of bringing members up-to-date(inclusion).

The role of the trainers was to keep the group on the right track. The task became difficult for the group---again help was requested. Ronnie gave a lecture on group behavior. After which the group was able to focus in on its own needs. The need of the group led trainers to form a fish-bowl of the area council members, with an abserving group composed of all other participants. The need of the area council was to re-organize itself. We felt the need to have the group take a broader look at re-organization. A lecture on reorganization served this purpose.

The area council held a meeting in the presence of the trainers. It asked the trainers to serve as resources but we elected reserve as process observers as well as resource persons. They reached a decision to perform its re-organization in the area on July 15, 1967.

The group discussed headstart centers as they relate to American Culture, Negro culture in general and racism specifically.

A discussion of the film VOTER REGISTRATION PROJECT # 71 led the group to discuss the role of the area council in the local community. How it should relate to social, economic, and political problems.

Sunday morning evaluation forms were distributed to be filled out and discussed. They revealed the following:

(1) members of the area council and other participant expressed that they now understood their obligations to the communities.
(2) that they had a better look on how they had given up their primary rights and authority to elected leaders.
(3) they now realize that group leaders have limited powers and that the group itself reserves other powers.
(4) that the workshop helped them take a better look at themselves, their weaknesses-strengths.
(5) one participant said "CDGM put money into the community but it tore down what organization we had cause the people started fighting over the money".
(6) another participant said "I know now whats been happening at our area council meetings... We let Charles tell us what to do because he talks good.. Also, we spend too much time talking about too many other things to settle one thing. (they often are not able to stick to a subject).

The evaluation form is attached under Appendix (C).

In the discussion the group expressed the following needs that trainers should fulfill:

(1) job description of area staff
(2) present duties and responsibilities of area council and community committees.
(3) goals of CDGM in Community Development
(4) technical knowledge of how to operate under decentralization.
    A. what is a budget and steps involved in its preparation
    B. what are functions of committees - (Education, Finance, Personnel, Program).
    C. how to plan - evaluate a successful community program
(5) How to deal directly with Federal Agencies. -OEO-.
(6) The area council wants on the field training in principles of negotiation, by talking with groups that have succeeded,

groups that have failed in dealing with single purpose delegate agencies.

In an attempt to meet these needs - the training department has arranged a second workshop on September 29 thru October 1, 1967. We need approval from OEO to provide the on the field training requested by the area council.

The absence of part of the area staff and many of the chosen elected representatives created a disappointing situation for the trainers and present members. To remedy this situation, the area council members made a committment to the trainers that they would see that the elected representatives be present at the next workshop. The director of training should be given authority to demand area staff's presence and attendance at all of the sessions.

APPENDIX B

## WORKSHOP REGISTRATION FORM
## DEPARTMENT OF LEADERSHIP TRAINING
## CDGM

**Name**______________________________

Address______________________________

______________________________ **Phone** __________

Name the organizations with which you are **affiliated.**

| NAME | ADDRESS | POSITION |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |

Describe your community activities.

Describe the major social problems in your community.

How can you use CDGM and Federal Funds to eliminate poverty, racial discrimination and injustice in your community?

Who make the decisions which affect your community life?

What would you like to get out of this workshop?

## APPENDIX B

Title: GROUP DYNAMICS AND POLITICAL AWARENESS

Sponsored By: CHILD DEVELOPMENT GROUP OF MISSISSIPPI
800 Vincent Building
Jackson, Mississippi (601) 948-7390

SCHOLARSHIP, EDUCATION AND DEFENSE FUND
FOR RACIAL EQUALITY, INC.
150 Nassau Street
New York City, New York 10038

Participants: Area Council Representatives, Community Committeemen, and Area Staff of Sharkey and Issaquena Counties

Place: Holiday Inn
Vicksburg, Mississippi

Date: September 8-10, 1967

Training Associates: Mr. Edward L. Cole, Director
Leadership Training (CDGM)

Mr. Ronnie Moore, Director
Leadership Training (SEDFRE)

FRIDAY NIGHT

| | |
|---|---|
| 8:00 - 9:15 | Organizational Development<br>Step #1 Inclusion<br>Step #2 Communication and Group Discussions<br>Step #3 Control |
| 9:15 - 9:30 | Break |
| 9:30 -10:30 | Study Guide for Area Council Representatives |

SATURDAY

| | |
|---|---|
| 8:00 - 9:00 | Breakfast |
| 9:00 -12:00 | Observing and Diagnosing Group Behavior<br>-NEEDS-<br>-RESOURCES-<br>-PLANNING-<br>-IMPLEMENTATION-<br>-EVALUATION- |
| 12:00 - 1:30 | Lunch |
| 1:30 - 3:00 | Stride Toward Freedom<br>SLAVERY AND EMANCIPATION<br>CITIZENSHIP<br>SUPREME COURT<br>Decision-May 17, 1954<br>Civil Rights Legislation<br>Protests and Politics<br>Analysis of the MARCH ON WASHINGTON |
| 3:00 - 3:30 | Break |
| 3:30 - 5:00 | POVERTY, POWER, AND POLITICS (Social Legislation)<br>FEDERAL WAR AGAINST POVERTY<br>PEOPLE'S WAR AGAINST POVERTY<br>HISTORY, MISSION, SUCCESS, AND FAILURE OF CDGM |
| 5:00 - 6:30 | Dinner |
| 6:30 - 9:30 | Back to Back Film Presentation<br>FILM: THE CORNER |

Film Presentation Cont'd.

An exploration of the problem of juvenile delinquency through an understanding of the way juvenile gang members understand themselves. A documentary filmed on the streets of Chicago at night, this film is intended to be a subjective statement in the words of members of a gang called "the Vice Lords", describing their world, codes of behavior and their attitudes.

FILM: RIGHT NOW

A story of the processes, people and problems of responsible Negroes in Savannah, Georgia, getting out of the vote before the 1964 elections which saw a million Negroes added to voter-registration polls in the south. This lesson in practical democracy shows the person-to-person way to go about voter education, demonstrating for people everywhere how non-voters can be moved out of their apathy into political actions as citizens.

Group discussion on how the films relate and differ.

SUNDAY

9:00 - 12:00 Community Problems in Sharkey and Issaquena Counties

POLITICAL - BALLOT AND CITIZENSHIP EDUCATION
ECONOMIC - JOBS AND HOUSING
SOCIAL - WELFARE
EDUCATIONAL - SCHOOLS

## APPENDIX C

### WORKSHOP EVALUATION FORM
### DEPARTMENT OF LEADERSHIP TRAINING
### CDCM

Name ______________________________

What did you like best about the workshop?

What did you like least about the workshop?

What improvements are needed?

Other comments:

**CROSS REFERENCE: CDGM FOLDER**

File

TO: RONNIE M. MOORE
FROM: SPIVER W. GORDON
DATE: SEPTEMBER 21,1967
RE: REPORT OF FIELD ACTIVITIES IN STATE OF MISSISSIPPI

This report will attempt to focus upon field activities of staff worker Spiver Gordon while assigned in the State of Mississippi with the Child Development Group Of Mississippi. This report will cover activities from September 11,1967- September 21, 1967. Although I shall be in Mississippi until the 28th. of September I am limiting this report for the period stated above. I shall submit a final report later.

After two days of familiarizing myself with the rules and guidelines of C.D.G.M., and doing some extended discussion with Mr. Ed. Cole, Director of Leadership Training and Mrs. Annie Devine his assitant, I was ready to go into the field.

The first task of Mrs. Devine and I was to go into Jones County and talk with the Area Council Members, Area Community Committees and the Area Staff in order to determine their training needs. It is hoped that after these needs have been found and training has been conducted this group will be albe to decentralizated by October 1, 1967.

My first four days in Jones County was spent talking to Area Council Members. There had been a lot talk in the Jackson office about the need to decentralize the communities as soon as possibly, however on the field it was another story. Of the (20) twenty Area Council Members interviewed only (9) nine had heard of the word let along what it meant. This of course did not damper their desire to governor themselves. It should be pointed out however that all but two of the Council Members expressed a need for extensive training before they assume complete control of their area C.D.G.M. board. Mr. Knight felt that his community would never be ready for this sort of thing, Mr. Mccullen concured.

In an attempt to pull from Council Members their specific training needs it was reveled that many did not know the duties and functions of the Area Council Members and therefore could not identify any specific weakness. The general feeling of Council Members could best be summerized by what Mr. George T. Currie, had to say, "We need training from the top on to the bottom---We want to help, but we don1t know to do!"

My visit with Rev. E.A. Mays, Chairman of the Area Counil, member of the State wide Bodard Of Director, trained preacher and self-style Community Leader of Laurel, Mississippi the feeling of some Council Member toward Central Staff. We were met with closely guarded questions like, " What are you doing in Laurel?, Who sent you here and What are do you want with only me and not the whole Council. He then asked what purpose could we serve by talking to individual Council Members and why did't we wait until he called a meeting to discuss this with all members togeather. We told him we wanted to get indivual respones and he told us that he had told Rev. McRee, that he did't want any Central Staff running around in his County. After a while we were able to put MR. Mays at ease, primarly because of Mrs. Devine, and the fact that she is a noted Civil Rights figure in Mississippi and her ability to reach people.

We conculed after talking with Rev. Mays that he was too old in his thoughts and perhaps too slow for the changes aroung him. It might be pointed out at this point that the average age of the Area Council is 65. One Resource Teacher is 70 years old. We are told that this is because many young person who would otherwise serve on boards are more interested in jobs.

Below is alist of complaints received from Area Council Members about each other:

1. Members don't attend enough meetings.
2. Members talk too much about little things. Waste time.
3. Members don't contribute anything to discussion.
4. Chairman is too bossey, spend too much time with Rev. McRee.
5. Members don't know their duties and responsiblites.
6. The Chairman refuse to inform the public of problems and news.
7. Members Hire too many relatives.
8. Members are dishonest and uncooperative.

On page 2, I outlined the complaints as received from Council Members, at this point I attempted to outline some of the problem areas as I talked with each member along:

1. Most Members showed a tremendous fear of power.
2. Hesitant about making descisons.
3. Frighten to death of Leadership.
4. Not willing to open up.
5. Tremendous hang-up on Robert Rules Of Orders.
6. Very insecure about their grammer and how other see them.
7. Not willing to trust each other.
8. Some members very insecure about acting along.
9. A tremendous hositle toward Central Staff, however not willing to break away from them yet.
10. Some members very hositle toward Rev. McRee, for interfering in their affairs.
11. Not satisfiedd with Area Staff work, but refuse to discss same.

When the question of what do you see CDGM's role in your community as we got the following comments;-

1. A Headstart Programe to help little children and their parent improve themselves.
2. An organization to replace the Civil Rights Organizations.
3. An organization that should get involved with all area of community work, ie, Welfare, VoterRegisteration, Equal Job opporunities and Political Action.
4. An organization that should not get involved in Political Action.
5. An organization that should deal with Poverty areas only.

6. Help us get training so we can get a good job when the program end.

7. Bring us closer togeather.

8. Get us out of poverty and into good jobs.

9. Teach us how to properly raise our children.

Perhaps it should have been pointed earlier the fact that of all the Area Council Member interviewed not any expressed a need for the use of Power, Leadership and Control. An example of this is Mrs. Harper, a public school teacher in Laurel, Mississippi, who refuse to discuss the idea of her pocessing power. She said, " I am not interested in discussing this business of power"

On September 20, 1967, I attended an Area Council Meeting in Laurel, Mississippi, in Jones County, to observe and see if I could get a feelig of what is going in Council meetings.

The meeting was scheduled to begin at 6 P.M., however it finally at 7:30 P.M, with five of the 20 Council present. The Chairman, Rev. Mays, decided not to begin the meeting until more members arrived. Rev. Collins, chairman of the Employment Committee, who had conducted a meeting of his committee perior to the regular Area Council meeting presented a letter of several charged of misuse of funds by a center director in one of the Headstart centers. It seems that a Center Director had refused to substract a days work from an employee who was on sick leave, instead he paid her and then demanded a part of the money. Rev. Collin, explained that he had heard this from the employee's mother who called him and expressed her concern. He asked the Area to conduct an invigestion into the matter, because at a meeting the night before the local community had been unable to deal with the problem. Rey. Mays, stated that a quorum was not present and the the Council could not take any action at that point. Rev. Collins, insisted that the Council only look into the matter and take action later. Rev. Mays, replied that these charges were heresay and had to be checked and the Council should not get into heresay matters. Rev. Collins became very angry at this point and repeated his request for an invigestion. Members of the audience by now were whispering that something had to be done and the Area Council should act. Other members had come in by now. Rev. Collins, got so upset thate he left the meeting in a huff. The other members sat without saying a word. Finally Rev. Mays asked me to help them settle the matter, I of course refuse, saying it was a matter for the Membersof the Concil andpeople present to settle. Rev. Mays, then made a long speech about how important it was for the people to stick togeater and not cause a big distrubance over some heresay charges. Mrs. Brooks, an area teacher guide, rose and ask Rev. Mays if he had received her letter along with a signed statement that the charges Rev. collins had made were true.

Rev. Mays, admitted that he had received such a letter and again repeted his plea for peace and togeatherness. Mrs. Gore, a community program worker rose and told the group that she had heard of the charges concerning the center and had an invigestion and had gotten signed statement from the employee, her mother and other employees in the center that the charges aganist the center director were true. At this point a member of the council asked to head a team to look into the matter. The team was chosen, with Rev, Mays, serving as chairman, a lot of people were upset about this, because they felt that Rev. Mays would whitewash the whole affair. The meeting was finally ended. The two most important observations I made about this meeting were: 1. Rev. Mays hang-up on Robert Rules of Order, concernig the quorum bit and2. His refusal to reconize other members ablilty to help and his bag about keeping Peace and"Hamorney." It should be pointed out that the only Council Members who spoke out were those who supported Rev. Mays' point of view. In addition to completely running the meeting Rev. Mays came across to me as a teacher talking to students, at no time did any Council break in and intrupt Rev. Mays, as he went on and on making all the decisions as he prefaced all decisions with "If you all will give me permission to do this, without really allowing them to answer"., However I doubt very seriously if any Member would really disagree. My evaluation of this meeting is that it was a complete mess.

In a meeting held in Jones County in the Area Staff's office I had an opportunity to talk with Mr. Robert Stenson, Area Administrative and was later joined by five other staff members. Mr. Stenson, pointed out the following training needs of the area council as he saw them: 1. Council Members need to learn to accept responsiblities, 2. Develop Leadership Techiques, 3. Learn to make descisions, 4. Learn to co-operate and cordinate their activity, and Establish a better relationship between staff and Area Council Members.

Mr. Stenson complained of most their inability to reach the poor people. He attributed this to poor trained staff, uncooperative Area Council Members, and his inability to decide what was most important CDGM's business forms or the people. He feels very strongly that the realationship of staff and Area Council Members is so bad that if they would decentralize today eight of the ten staff members would be fired outright.

We shifted our attention to the other staff members present and got the folloing comments and responses as to why the Area Council has failed in Jones County:

1. General misunderstandiings among Area Council Members/
2. Most Area Council Members are too old and absent minded.
3. Area Council Members don't have a feelings for the needs of the poor.

4. Too many Minister and Smoother Talkers.

5. They need extensive training.

6. The Area Council has an inferiority complex.

7, Refuse to accept staff's suggestions.

8. The Area Council creates more problems then they solve.

9. The Area Council refuses to accept and deal with problems, unless forced. They only interested in"Peace and Orderness"

10. The Council lack foresight, intelligence, and honesty and a sense of responsibility.

11. The Area Council should be immeidately reorganized.

In am attempt to pull from staff members their faults at greater length resulted in a meeting on September 26, 1967, with all area staff present. The staff members present listed the following an their training needs: 1. Leadership techiques, 2. Community Organization, 3. How to reach the masses, ie, Teachers, Preachers and Middle Class, Sensitivity Training.

In a meeting September 22, 1967, of Cpmmunity Program Workers I was invited along with Mrs. Devine of the Leadership Training Departement to sit in on the meeting. I sat in the meeting for about 3 minutes and begin to feel very uncomfertable at what was happening. Mr. Reggie Robinson, of the Social Servies Deptartment was condictomg a workshop on the structure of CDGM and how it relate to the local communities. What distrubed me what was the way he was comming across. I am sure he was comming across to others in that room the same way he was comming across to me. Finally, the discussion was shifted to a question answer sort of thing. Mr. Alexander, who had been in one of ur Sentivity Training Session, remarked, I don't like the way you are talking to me, I think you are trying to make a fool of me by asking me those questions." At point Mrs. Devine, pitched in I agree, Idon't think you should llet Reggie ask you questions in that fashion." Mr.Robinson, then relaized how he was comming across to his empyyees all these months. I at that point tryed to focus oupon what was bothering Mr. Alexander and to put things in prectecive. I raised the point that Mr. Alexander was not neseccary distrub about the questions asked by Reggie, but the forceful way he was asking them, sort of demanding and answer and not really giving him an opporunity to answer before he was asking another question. I thing what upset the grpup the most was the forceful and driving way he was comming across. I think it can be summmurized by saying that Reggie, was comming across like a Teacher to her first class students or the first sergent to a private.

OCT 26 1967

COMMUNITY PROGRAM WORKERS WORKSHOP October 6, 1967

Report of the Committee working on our Training Course:

We met on Monday October 2. First we talked a bit about the discussions we have had and decided that there are four area we need to study: History, Religion, Politics and Economics. Then We reviewed Miss Glascoe's notes of our discussions and put some of the ideas she had noted into the categories we had decided upon. Then we began to try to fit all of the specific ideas into the study areas in general statements. We made an outline and Marv Hoffmann came into our meeting to give us some help. His main suggestion was that our outline subject headings were too general-- not specifically enough related to the things we need to know in order to do better jobs in our communities. We had some difficulty understanding him on Tuesday.

We continued the meeting on Thursday--- to finish the outline and go on to the specifics of a time schedule for the course, and choosing our instructors. Soon as we began to work on the outline again, we realized that we were being much more specific than on Tuesday--- that the time inbetween had helped us to get Marv's message. We finished the outline, re-worked the title of the course, made a time schedule to present to CPW's and began to think about instructors for the course.

We have the following work to do still:

1. choose the instructors for the specific subject areas of the course.
2. choose a person to be the main instructor of the course-- this person will have to meet Mary Holmes' standards for an instructor if we are to get college credit for the course, and this is the person who would coordinate the learning experience for us.
3. make a more specific curriculum plan--- detailing exactly what experiences we want to have in the subject areas--- and working out a plan for CPWs to be in constant touch with the main instructor for ongoing planning of our course.

Our final course outline has so much material in it that we set up priorities on the materials we have to get as soon as possible. We hope to plan to get the other part of the course in the next CDGM grant period as a part of an ongoing CPW training experience.

Miss Glascoe's Notes of our discussions that we used to help us make out the outline for the course:

1. Theories and tactics of various national and racial movements.
2. Man's Use of Power to dominate the Underprivileged.
3. The White Power Structure.
4. The powers that plan the poverty program don't always succeed.
5. How did this way of making laws come to be.
6. Why Democracy?
7. Ways To Use Power: Evolutionary; Revolutionary; Legalistically.
8. Why democracy and poverty programs fail to reach people---people are made to feel they can't participate.
9. History of the U.S.A.-- as it pertains to the legislative process.
10. The Institution of Racism
11. The Industrial development of the U.S.-- as related to the civil war.
12. Industrialization in the North and Plantation Economy in the South.
13. What part does industry play on Legislation.
14. Urbanization-- people move from rural to cities.
15. How can rural areas be developed.
16. Industries are moving South-- will crealte the same problems we have in Northern industrial areas.
17. Do industries in the South come here to escape excess taxation, labor shortage--expensive labor; they also come because they can control the small, underdeveloped local governments.
18. Why is Industry so beaurocratic?
19. Industry and the perpetuation of the Status Quo.
20. People do not always elect people that can represent them--they elect people they would like to be like.
21. The community is isolated.
22. The Community must Control.

23. People accept committee responsibility for prestige.

24. The Community Committee is above, the people are below.

25. When you realize the conditions of the black man, Muhammad's teachings begin to make more sense.

26. Religion: What it has done to us and for us vs. what it could have done for us.

27. Bible or Money

28. Nothing is wrong with Religion

29.(Religion is ) Very Touchy

30. This country was built on a religious foundation.

31. People don't know any more than they are taught.

32. The Bible is an economic book to control the Black man.

33. Christianity--- does it meet the Black peoples needs.??

34. Relationship between Religion and Politics--- how to control the church.

35. Influence of Religion on Law making

36. Ways Religion and the Church can be used to Benefit the People.

37. Use of Christianity in USA as it relates to conditions of Poverty.

38. History of Religion among the Black people in America.

39. How to deal with fear in our people.

40. People in poverty don't have faith in themselves-- they feel inferior.

41. We have been taught that we are less than the white man.

42. Negro must believe he is as good as the next person.

43. We live in the past-- things are moving too fast.

44. Our people are just waiting on the Lord-- waiting on the white man to do it for them.

45. People who could help-- don't-- they are Uncle Toms. Our people want to keep each other down.

46. Middle class Black folk think they're better.

47. People don't know how to use their money.

48. Proper Education---- Common Sense.

Suggested Course Materials

Course Title:

Introduction to the History and Development of Religion, Economic and Social Changes in the United States of America as they Relate to Present Conditions of Poverty.

Course Outline:

A. RELIGION

- I. How religion has taught us to accept White Supremacy.
  - a. the development of Black folk's religion in Mississippi-- the Southern Negro Baptist Church, other religions.
  - b. ways religion keep poor people poor.

B. POLITICS

[illegible]

- I. Techniques of Political Organizing
  - a. Examine the Mississippi Political Scene-- why some Black people did pretty good in elections and others did not.
  - b. ways the white power structure uses politics to hold Black people back.
  - c. ways to affect political structures besides through elections.
- II. Ways People Have Used To Organize To Get What They Need.
  - a. Mau Mau
  - b. Non-Violent Resistance-- Ghandi, Martin Luther King
  - c. Cuban Revolt
  - d. Bolshevik Revolution
  - e. African Political Struggles-- Rhodesia, Ghana, The Congo South Africa, Tanzania.

[illegible]

- III. How the Representative Government Structure is Supposed To Work-- Our Democracy.
  - a. principles of parliamentary procedure.

C. ECONOMICS

- I. The Part Black People Have Played in the Economic Development of the United States
  - a. agriculture
  - b. industry

II. Study of Countries in Which America Has Sizeable Foreign-Aid Investments, the Economic Reasons for those Investments and the way America Uses those Investments as a Means of Controlling the Politics of those Countries.

a. India, Vietnam, South Africa, Israel, Guatemala, West Germany.

b. The families that control the U.S. economy and how they do it.
   (1). how private industry gains a stronghold in a foreign country.

[illegible] countries

III. Ways Poor People Can Work Together To Develop Economically.

a. co-ops, credit unions, self-help projects, etc.

D. HISTORY (I like this) ~~[illegible]~~ combine with Roman numeral II under Politics

[illegible] to time?

I. History of the Black Man in America

a. Mississippi

b. the Reconstruction period

c. ways the white man used to destroy the identity of the Black man in slavery.

d. the diferences in the institution of slavery in So. America, the British Isles, Haiti and other countries that had African slaves.

II. History of Social Movements in the U.S.

a. labor movement, civil rights, the depression, peace, human rights etc.

************

Parts of the Original Outline that will have to be Studied in a Second Course:

Religion

The African Heritage in Black Peoples Religion in America.

Economics

The labor situation as it affects poor people
1. labor unions-- Unions vs. Management.

Laws That Affect The Economic Condition of the Country
1. Anti-Poverty Legislation, Civil Rights Acts, Taft- Hartley Law, Right To Work Laws, Anti-Strike Laws, Foreign Aid Laws

## History

The African Heritage of American Black People

1. ancient African Nations
2. modern Africa

U.S. Involvement in Wars

1. Why did we get involved--- what position did the US take.
2. The participation of the Black man, what we had to do to get involved.

## The Suggested Course Time Schedule

Report Submitted by Miss Glascoe

participants: Mr. Buckley, Mrs Lewis, Mr. Morse, Mrs Chinn,
Miss Glascoe.

# Report on Negro Heritage Workshop

DEC 26 1967

12/8/67

Submitted by George Mitchell

The Negro Heritage Workshop was planned and carried out as a team project with Oretha Haley and myself. The workshop wasn't carried out in the traditional "Authority-Learner" presentation.

In order to deal with the complexities of Negro history in America making it a living and viable history that can be used today, instead of a dull recitation of names and dates; we used a methodology that allowed the community program worker to draw together a series of mental pictures or 'images' rather than through a set of abstract constructs.

This was done on the premise that history and the present and the relation between the two can and must be seen in the context of creatvely forging the future. The method made it possible for community program workers, if they so chose, to take new relationship to their history and to their images of self, to others, and to the American community. It follows that behavior reflects such new relationships.

Because poeple act out of their individual concepts of history and life, it is evident that those whose behavior is chronically self-deafeating are limited by their self-concept. For example, a people who see themselves and their history as victims of society's ills will act out that role and constantly reinforce it. Conversely, if their self-concept is one of a people who determine their future within a realistic appraisal of their limits and possibilities, their outlook and concurrent actions will be creative and positive.

In order to spark creative decision toward positive rather than negative images of history, it is forst necessary to bring into consciousness the fact that human beings are inherently decision-makers and in fact decide what that image will be.

We utilized art form discussions, table conversation, charting of papers, and a workshop, as well as verbal and visual images (evoked through lecture) to bring the concept of decision making within life's reality onto a conscious level. There the material could be dealt with by the individual himself.

Attached is a time-line.

# TIME -- LINE

Dec. 8, 1967

**Friday:**

7:30 - Supper and Conversation

8:30-9:30 - Lecture

9:30-10:30 - Chart paper - Why I live in Miss. - Medger Evers

10:30-1:00 a.m. - Art Form Record on Negro History

Dec. 9, 1967

**Saturday:**

7:30-8:30 - Breakfast and Conversation

8:30-10:30 - Lecture

10:30-11:30 - Readings and songs

11:30-12:30 - Autobiographic Profile - Workshop

12:30 -1:30 - Lunch and Poetry

1:30-3:30 - Session with Mrs. Margert Walker Re: work on book Jubliee

3:30-6:00 - Papers - Reconsturction and Reconstruction in Mississippi

6:00-8;00 - Supper and Conversation

8:00-11:30 - Chart paper re: identify

11:30-1:00 A.M. - Discussion

Dec. 10, 1967

**Sunday:**

7:00-8:45 - Breakfast and Conversation

8:45-10:00 - Lecture

10:00-11:00 - Discussion re: weekend

11:00-12:30 - Workshop on Problems-Goals-Strategy and tools of Nation and Mississippi

12:30-1:45 - Lunch and Conversation

December 14, 1967

# FINAL REPORT AND EVALUATION OF CDGM CRASH PROGRAM

I. Night Classes

  A. Objective - Localized Training
  B. Attendance

    1. Kemper County

      a. 83
      b. 150
      c.

    2. Rankin County

      a. 25
      b. 60
      c.

    3. Newton County

      a. 30
      b. 65
      c.

    4. Lee County

      a. 45
      b. 65
      c.

    5. Madison County

      a. 35
      b. 60
      c.

    6. Jones County

      a. 45
      b. 75
      c.

COPY

More persons were able to attend night classes than on weekends. Each county developed its criteria and selection process for choosing participants to attend the weekend workshops.

II. Weekend Workshops

    A. Objectives
    B. Agenda
    C. Attendance
    D. Evaluation by Participants

III. Resource Persons

    A. S.E.D.F.R.E.
    B. C.D.G.M.

        1. Michael O'Sullivan
        2. Reginald Robinson

IV. C.D.G.M. Discussion Leaders and Process Analysis

V. Impediments

    A. C.D.G.M. Bureaucracy
    B. Lack of Interest and Commitment from Top C.D.G.M. Echelon

        1. Executive Director
        2. Board of Directors
        3. Central Office Executives

VI. What Do We Do Best?

    A. Renew Hope that the Poor Can Help Themselves
    B. Individual Development
    C. Develop and Understanding of the Conditions of Poverty and the Mission of C.D.G.M.
    D. Inter-Group Relations
    E. Self-Awareness and Exploration of Norms
    F. Development of Skills
    G. Achievement Motivation in Terms of Power, Responsibility and Self-Confidence
    H. Political Awareness

VII. What Do We Do Least Well?

VIII. Recommendations

    A. Localized Training
    B. Night Classes
    C. Participation of Central Office Executives in the Training
    D. Top Priority in Training Community Leaders
    E. Elimination of Red Tape to Allow More Time for Planning Rather than on Administrative Details

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JAN 30 1968

C.D.G.M.

January 16, 1968

**TO:** Reggie Robinson, Associate Director of Community Programs

**FROM:** Edward Cole, Director of Leadership Training

**SUBJECT:** FINAL REPORT OF TRAINING ACTIVITIES, CDGM 1967 GRANT

This is not meant to be considered as a detailed report, but a look at training activities conducted by the Department of Leadership Training. Material covered will follow the outline below. A detailed report of the Crash Training Program will be covered by the consulting firm; it along with other reports will be included as appendices.

## OUTLINE

A. Training Department

B. Training Activities

1. Sharkey & Issaquena Training Program
2. Jones County Ground Work
3. Six-County Crash Training Program

C. Evaluation

D. Recommendations

1. Primary Training for Counties not touched
2. Follow-up for Counties already orientated
3. Decentralization

Even though the Department of Leadership Training should have been indispensable to CDGM as a means of finding ways to meet the decentralization conditions of the 1967 OEO Grant, it came into being, almost, as an afterthought to the "real" CDGM program. The need for such a department had been recognized as a result of the mass confusion that existed throughout the CDGM program, where people on all program levels had been expected to accept responsibility and function without opportunities for training. Community people were expected to run community and area programs according to OEO policies, when many did not know what OEO was, nor had they heard of its policies. Few had any concept of why poverty programs existed, or what they could mean to a community.

These conditions were known on some levels of the program, but it was only after the training session at Tougaloo that any attempts to do anything about them were made. The results of the Tougaloo workshop caused such an embarrassing situation that the Director was forced to open up a department. The department was opened, but no materials, and staff were provided to make it really work.

A commitment to the development of human beings is what the department came from and remains its central idea.

## TRAINING ACTIVITIES

Training activities in Sharkey-Issaquena involved approximately 200 man-hours of individual consultation with Area Council members which served as ground work for two weekend workshops. The ground work was designed to let trainees become familiar with trainers and to begin the process of look at CDGM, its functions, mode of operation and how it fits into a wider scope of things--politics, economics. Emphasis throughout was placed on helping participants become aware of themselves, where they are, where they need to go and to begin to think of ways necessary to get there. The central theme was self-awareness; we worked to help trainees develop skills in leadership techniques, and community problem analysis and strategy planning.

Several lessons were learned from the work in Sharkey & Issaquena Counties.

1. To think of using a team of total strangers or a team of total local people in an area to do training is nonsense; this is justified by the fact that there is a basic distrust for outsiders, and trainees would not talk freely to people they don't know; at the same time trainees do not believe their peers know enough to teach them anything.

2. A long time lapse between training sessions makes it difficult for learning experiences to be continuous.

3. Training designs drawn up on the basis of what seem to be the needs--and not by talking with people to be trained do not have the effectiveness of training designed to meet specific needs expressed by trainees.

4. To expect human beings to learn material without helping them become sensitive to themselves (their own work, their importance to communities, their own identity); how they affect others around them; why poverty exist; and how to systematically understand their problems and plan strategies to solve them serves only to increase their confusion. They simply seem to learn.

5. To teach without making people use their own resources (minds) only makes more dependent people.

6. Finally, that resources do exist in indigenous people, but they have to be pulled out so that the people know what they have to work with. Trainers must move at a pace that is suitable to trainees.

## JONES COUNTY

Consultation on an individual basis was done in Jones County as ground work for training that actually took place in the Crash Training Program. These training efforts in Jones County further revealed that CDGM is failing to adequately provide learning situations for community people serving in leadership capacities. A problem which existed throughout is separation and strife created by money--jobs or no jobs--and frequent power plays to control the money and jobs. Such conditions can be expected to continue as long as the major emphasis is placed on finance. We must begin to help people realize that CDGM is not an end or an answer to poverty and power but only a means to an end--the vehicle which can provide learning experiences that will help people to be more effective in dealing with structures and individuals who control their lives.

## CRASH TRAINING PROGRAM - (NEWTON, LEAKE, KEMPER, JONES, MADISON, RANKIN COUNTIES)

Measured in terms of what is needed, the Crash Training Program was just a small step, but measured in terms of the time and what had previously been done to train community representatives, it was a giant step and a success.

The objective of the crash training effort was to get communities to begin to take a serious look at the conditions around them and think about what could be done about them. The objective set by the training team was to help community people to look at themselves in relationship to community problems and community needs. A point of emphasis was to help participants to recognize that they have valuable resources, and to develop these resources they must begin to speak out for what they want, raise questions, and be able to determine what the problem is and devise ways to solve it. The central theme was: self-awareness. Training was geared to develop skills in community problem analysis and strategy planning and leadership development.

## FORMAT

A series of three night classes and two weekend workshops were used to do the training.

## NIGHT CLASSES

The night class served to acquaint participants first with training teams, and second, with the approach to training. In these sessions we determined the training needs of each individual county by helping participants to identify the needs and community problems. We worked to start the process of community problem analysis and strategy planning.

## WEEK-END SESSIONS

The weekend workshops served to bring together participants of the night class of all six counties being trained. The week-end sessions provided training to meet the needs identified in the night classes. The atmosphere for self-expression, self-awareness, and personal growth was created by the openness and honesty with which trainers approached subject material and enhanced by the willingness of trainees to admit their needs for training and openly avail themselves to the experiences provided. Video tape provided feed back for participants to observe their behavior and effect upon others around them.

## SUCCESSES AND FAILURES

The pressure under which the program was conducted was caused by the time in which it had to be done. Many administrative problems resulted because of lack of time to plan the program properly.

### 1. Use of Meeting Space

CDGM's failure to pay its bills resulted in embarrassment to trainers during the three-day orientation session--at the Downtowner, and the first weekend session of the Masonic Temple.

The training team as well as a majority of the participants preferred using Mount Beulah, but for political reasons, (her identify with the Civil Rights Movement and controversial ownership), we were forced to use the Heidelberg Hotel. Let us note, however, that the Heidelberg Hotel served as the campaign headquarters for now Governor John Bell Williams. (Mt. Beulah could have been gotten very much cheaper; it became a matter of $1,200 for Mt. Beulah or $3,000 for the Heidelberg.

2. Staff

The training department had to borrow several persons from other departments of CDGM. This could have been avoided if the Director had made the Leadership Training Program a priority on the list of last chance activities of each department. Such a commitment on the part of the Director would have eliminated many of the problems experienced by the training team.

In spite of this fact, the copy room crew produced all materials requested on time, frequently working overtime to do so.

3. Transportation

Transportation became the real big problem of the week-end sessions. This can be attributed to lack of planning time and little cooperation from the Director and related departments. During the second weekend workshop, Field Operations provided the training team with cars but no drivers.

Evaluation of the Crash Training Program is being done at the present time. The training team is observing the participants ability to apply what they learned in everyday situations, however, it is impossible to fully measure human growth in the short time between now and the start of the 1968 grant. The training team will do on-the-field observation by talking to participants and the people who have been influenced by them.

## RECOMMENDATIONS

The need for much more leadership development is apparent on all levels of the CDGM program. CDGM's Central Staff needs to become sensitive to how they affect each other, area staff people and area representative bodies. CDGM goals need to be re-examined in light of the programs successes and failures. People need help to understand exactly what they are about so that they can make realistic decisions about their involvement with and commitment to CDGM. All parts of CDGM, and especially Central and Area Staff need to be made aware that CDGM is a temporary program which can and should provide a channel for new thinking and an arena that can be used to create new careers and a chance for Mississippi's poor people to develop new skills and an awareness about themselves for their communities.

Training for representative bodies of Copiah, Washington, Smith, Jasper and Lowndes Counties should be priority on the list. Since these counties have not had any exposure to training, I feel that they should have training in leadership development, community problem analysis and strategy planning. This training should be done with laboratory training techniques with emphasis on developing sensitivity and providing opportunities for personal growth. I am convinced that such training is needed in order to help people develop self-awareness, self-pride, and skills in systematic problem definition, community problem analysis and strategy planning. Community people need these learning experiences in order to be able to take a more meaningful and creative role in the CDGM operation under a decentralized structure. A team of CDGM staff--area staff--preferably selected Community Program Workers, central staff and other selected personnel from all departments--can best do this job along with a team of consultants with specialities in sensitivity training, use of training laboratory techniques, and experienced training predominately unsophisticated (rural, poor) Mississipians. The training team will need to have help from special resource persons in public welfare, federal programs, community organizations and other areas as identified by persons who will be trained. The self-help concept must be thoroughly expressed if Mississippi's poor are to learn to do for themselves. The consulting team must have a commitment to human development if we are to gain maximum results from our training efforts.

The counties in which prior training has been done are in need of follow-up. This follow-up should be based upon their expressed needs and it is extremely important that the initial training in the 1968 grant should be geared to the operations of the program under CEE. It is imperative that trainees realize that CEE is, what it is designed to do and how they must function to make certain that the CEE meets community program needs. They also need to be exposed to the overall political ramifications of CEE as it relates to local, state and national government and other political forces on these levels.

This training should be implemented in the final period of the 1967 grant extensions or as soon as possible in the 1968 grant. Let us note, however, that sensitivity training should precede or if not be a major ingredient of the training designed to explain the 1968 program of which CEE is a major part.

## DECENTRALIZATION

Decentralization of the Leadership Training Department goes hand in hand with programmatic decentralization and, therefore, a plan is not necessary. Since this department will merge into programs in the 1968 grant, it is imperative that the whole program concentrate efforts on programmatic responsibilities of both area staff, and community representative bodies rather than financial responsibilities. I feel that to place emphasis on finance, which has in the past, been done serves only to encourage division in communities and power plays over who controls finance and hires staff, therefore, the 1968 program should place more emphasis on program responsibilities.

DRAFT

TO: All Area Council Task Force Members and All Division Division Directors

FROM: Nancy C. Freeman, Instructional Materials

RE: Duties and Responsibilities of the Area Council

DATE: June 8, 1967

FIRST

AC

NOTICE

Attached is a revised copy of the proposed duties and responsibilities of the Area Council, for your review and recommendations.

Instructional Materials is asking that you send all your recommendations back to this department where we will coordinate them and prepare a final copy. We will not prepare a final copy until we have a reply from all parties concerned, so it is important that you make some response to this office, even if you approve the material as it is.

TO: ALL AREA COUNCIL MEMBERS

In the proposal for the 1967 grant, CDGM included plans for a program of decentralization. Under this program, Area Councils and area staff members are to be given training so they may take over the jobs that Central Office now does for them. This could lead into a situation where an area would become independent of Central Office and operate in such a manner so that the Area Staff and the Area Council would administer and run the program completely, with Central Office supplying the money and offering consultation and advice as requested by the area. In this case the Area Council, as the governing body, would determine the direction of the program and they would be held responsible for the program in that area. The Area Staff would work with the Area Council in planning the program and they would carry out the plans.

The decentralization plans are based on the feeling that the most successful and meaningful Head Start programs are those that involve the parents of the children and the other people in the community in actually running their own program. Decentralization, however, is not an automatic or instant thing. It requires large amounts of training with hard work, and the Area Council has an important part to play in getting ready for decentralization. It is the Area Council in each of the eleven areas who must make the first decisions about decentralization. The Area Council must decide if they want to accept the responsibility of running all or a part of the program in their area, they must decide what training they want to request from Central Office and the Area Council must make a request of the Board of Directors when they feel ready to handle a job. The Area Council could decide to do one, or all of these jobs:

1. Be responsible for center and area staff
2. Keep records
3. Plan and carry out a program for children
4. Manage the area budget

5. Provide community services
6. Make contracts with central staff for special services if needed

The following outline of duties and responsibilities is centered around the plans for decentralization. They involve a process of learning by doing. It is most important that the Area Council and the Area Staff work side by side, so they can learn and profit from each other.

## AREA COUNCIL DUTIES AND RESPONSIBILITIES

1. The area council members are responsible for setting up good lines of communication with the communities that elected them to office, and with the Board of Directors.
   a. Area Council members should attend all general CDGM community meetings and as many community committee meetings as possible in the community they represent.
   b. The Area Council should meet at least twice a month and all area council members should be present.
   c. The Area Council should make arrangements to have the board representative for the area meet with the Area Council. At such meetings, the council members can discuss with their board member the needs and progress of the area.
2. The Area Council is responsible for meeting regularly, at least twice a month, with the Area Staff. These meetings can be considered the regular Area Council meetings. After a decision about the schedule of meetings has been made, the Area Council is to notify Central Office so that Central Staff members will not plan meetings at the same time with the Area Staff.

   At these meetings, the area staff members are to make reports about the work they have been doing, their progress and the problems they found, if any. Together, the Area Council and the Area Staff should discuss these reports. These meetings should serve two purposes. In listening to the reports of the Area Staff workers, the area council members should gain a knowledge of the day to day workings of the program and in the discussion period, the area staff members can profit from the ideas of the Area Council.

It is hoped that such meetings will bring about a close working relationship between the Area Council and the Area Staff.

3. The Area Council has the responsibility of pointing out special community needs for social services such as a need for Federal Housing, or a need for a program of workshops on health education for parents. These needs or problems are to come directly from the community meetings the area council member has attended. After the need is presented to the Area Council, the Area Staff will take action provided,

   a. The need is documented by minutes from community meetings, community committee meetings or by letters from the community and

   b. The need and plans for action, fit within the scope of the CDGM program.

Here, the Area Council will be working with the Community Program Workers and the Area Health Coordinators in pointing out special needs that require action and in deciding what action to take.

4. The Area Council is responsible for evaluation of the CDGM program in their area. This evaluation will deal with two things:

   a. Evaluation of the content of the program, which will mean finding the answer to questions such as these:

      - What is being done in the centers?
      - Do Head Start children make better first-graders?
      - Are the parents and other community people involved in the program?
      - Are the social services that are offered by CDGM the services people need?

   b. Evaluation of conformity to guidelines to see if there are any violations of the guidelines in the program in the area.

The evaluation process will require a knowledge of the program and it will mean that Area Council members will have to visit centers, parents and community people to see if the program is doing all that it can for the community. If the program in an area is not successful, then the evaluation should include, finding out those things that are keeping the program from being a success. The Area Council will have to work with the Area Staff, to discuss and decide what the CDGM program means to the community and what the program should be doing, so the council members will know what to look for and how to judge the program.

5. The Area Council is responsible for evaluation of the Area Staff. The Area Council is to work closely with the Central Office supervisors to decide what goes into the job of each area staff member and then to see if all the area staff workers are doing their jobs.
6. The Area Council will have the responsibility of determining their own needs for training. Central office is offering training in all parts of the program, but the Area Council will have to decide when and what training they need and they will have to make a request to the Central Office.

## LINES OF AUTHORITY

The Area Council has the responsibility of recommending people for the Area Staff positions and of recommending the firing of any area staff member whose work they find unsatisfactory, but the final authority to hire and fire Area Staff belongs to the Area Staff supervisors from Central Staff. The Central Office supervisor does have the responsibility of conferring with the Area Council before firing any area staff member, but the final decision is still left up to the central office supervisor. Whenever there are complaints about the work of an Area Staff member, these complaints should go directly to the worker's supervisor at Central Office.

The day to day activities of the area staff members are also the responsibility of the Central Office supervisors. No single area council member or group of area council members is to make demands of area staff members, for any reason. All requests that area staff members take assignments other than those comming from Central Office, must be made by the entire Area Council, and they must be documented by letters or other written materials as a job assignment that is to deal with a community need.

After completion of the decentralization process, the responsibility for the Area Staff will be transferred to the Area Council. Supervision of the Area Staff will rest with either the Area Council or some member of the Area Staff.

August 14, 1967

Dr. Marvin Hoffman
Associate Director for Community Programs
Child Development Group of Mississippi
230 West Capitol Street
Jackson, Mississippi 39201

Dear Dr. Hoffman:

Enclosed is an invoice for travel expenses of the SEDFRE staff and a car rental invoice which should accompany the expense reports of Ed Cole and Harvey Holland, for transportation during their trip to Bethel, Maine.

Very truly yours,

Ronnie M. Moore
Director, Leadership Development

RMM:at
Encs.

# INVOICE

To: Child Development Group of Mississippi
230 West Capitol Street
Jackson, Mississippi 39201

August 14, 1967

| | |
|---|---|
| Mr. Ronnie M. Moore | |
| Plane fare from Newark Airport to Jackson, Miss. | $ 72.45 |
| Taxi from residence (East Orange, N.J.) to Newark Airport | 6.00 |
| Plane fare from Jackson, Miss. to Newark Airport | 65.57 |
| Excess Baggage (training materials) | 4.00 |
| Taxi from Newark Airport to residence (East Orange, N.J.) | 6.00 |
| Mr. Frank Lugovina | |
| Round trip plane fare from Newark Airport to Jackson, Miss. | 151.57 |
| Round trip limosine fare from NYC mid-town terminal to airport | 12.00 |
| Round trip taxi fare from residence (Bronx) to terminal | 10.00 |
| Taxi from Jackson Airport to CDGM office (RMM and FL)<br>(other ground transportation in Jackson provided by CDGM) | 4.50 |
| Mrs. Shirley Lacy | |
| Plane fare from Washington, D.C. to Jackson, Miss. and return to Newark Airport | 139.76 |
| Taxi to National Airport, Washington, D. C. | 4.00 |
| Taxi from Newark Airport to residence (Englewood, N1J.) | 10.00 |
| TOTAL - | $485.85 |

August 15, 1967

Dr. Marvin Hoffman
Associate Director for Community Programs
Child Development Group of Mississippi
230 West Capitol Street
Jackson, Mississippi 39201

Dear Dr. Hoffman:

As of the above date, SEDFRE has provided the following consulting services:

| Date | No. of Days | Activity | Fees | Per Diem |
|---|---|---|---|---|
| 7/21-22, '67 | 2 | Staff Training | $150 | $ 24 |
| 8/4-6 | 6 | Human Relations Seminar Tougaloo,College (3 Consultants) | 450 | 72 |
| 8/7-12 | 6 | Training Area Council Representatives and Area Staff | 450 | 72 |

Pd. ck# 5123 — $\$1500^{00}$
9/27/67

Initial payment of the contract in the amount of $2,000 is hereby requested.

SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY, INC.

Ronnie M. Moore
Director, Leadership Development

(Travel costs are billed separately.)

August 31, 1967

TO: CHILD DEVELOPMENT GROUP OF MISSISSIPPI

FROM: RONNIE MOORE, TRAINING CONSULTANT OF LEADERSHIP DEVELOPMENT

RE: THE STRUCTURE, FUNCTIONS, AND TRAINING NEEDS OF ITS ELECTED REPRESENTATIVES AND PAID PERSONNEL

During the period of August 24-28, 1967, I talked to central office executive and members of the CDGM Board of Directors concerning attitudinal and structural conflicts within the organization. Following the conferences, I attended a weekend meeting of the Board of Directors at the Admiral Benbow Inn, Jackson, Mississippi. My responsibilities involved process analysis of the proceedings, observation of the restraining forces to achieving the goals of the corporation, and consultation on management of conflict or problem solving. It was an open meeting and central office staff, training consultants and selected visitors participated.

At the outset, the subsequent Force Field Analysis was apparent.

| DRIVING FORCES | RESTRAINING FORCES |
|---|---|
| The resignation of John Mudd and the selection of a new executive director.<br>Ideological differences.<br>Refunding<br>Decentralization and Leadership Development.<br>Need for strong, decisive, and rational Board action.<br>Fears and Threats.<br>Power and Politics.<br>Need for new norms: Honesty and Freedom. | Failure to compromise.<br>Inability of the Board to perceive issues in depth and make decisions.<br>Power Struggle.<br>Uninformed Board Members.<br>Poor Communication and insensitivity.<br>Need for a new structure that will allow maximum participation.<br>Principles and integrity. |

Using the above as a basis and discussing my perceptions and observations with others, I am convinced that CDGM, beginning with its Board of Directors, needs restructuring that will permit genuine involvement of the poor in policy making. At the Board meeting, I saw the minority group of informed professional members silenced and underdeveloped non-professional members manipulated by vocal non-professional members into ignorantly voting against the unknown.

The minutes and votes taken at the meeting will no doubt dramatize the failures, fears, and frustrations of the CDGM Directors. Those who had been the doers retained the power because they had the knowledge, and although the unaware majority had the votes they finally recognized the need for the skills of the minority. The question in my mind is whether the majority can work with and accept the minority and vice versa.

I shall attempt to answer the question by examining the actions taken by the Board. First of all, why was John Mudd's resignation accepted within three days? In my opinion, this was done to slap John and to please others. Some voted "yes" being ignorant of the fact that there were certain things that had to be done and that it was totally unrealistic to accept the resignation of Mudd within three days. The leaders of the move voted to show their strength and voting power. Some members, recognizing the move, voted affirmatively out of resentment and discouragement. The results was a quasi-polarized board with the minority composed of "doers" and majority composed primarily of "bloc voters": Those having the voting strength were faced with these questions: Shall we take the ball and run with it? Shall we call on others who had been carrying the ball all along to help? Or, have we made an error? The task at hand is that those who have not made decisions before, and who don't understand the responsibilities of the job to be done must conduct the business and make policies for the organization. They need the minority. Can the minority work with those they don't respect, those who they don't believe have the competence and integrity to do the job? My reservations are implicit in the questions. Another action taken by the Board was to appoint a committee to find a new director. Whereas this appears to be a very logical step, it also typifies the Board's pattern of action which is to build on its errors and ignore its mistakes rather than correct them. This represents the inability of the Board to perceive the problem in depth and to have the conviction to act on the perceptions, regardless of how painful the experience might be.

However, the selection of the Rev. Charles Thomas is significant for the following reasons:

1. He is not over qualified. His assets will increase and his awareness of his liabilities should force him to use the resources available through the central staff, Board of Directors, and consultants.

2. He is a native of Mississippi and he has staff support.

The board, acting on the major issue of refunding, appointed a task force. At this point the minority withdrew, contending that they will continue as advisors to the task force and assist when absolutely necessary. The majority without the real knowledge and experience must take the ball and run with it or give it back to the minority. Let me not mislead you. The majority is by no means united. It consists of two forces; one which will seek control of decision-making and the other which will shift from co-operating with its counterpart to co-operating with the minority.

It seems to me that the political factions and actions of the CDGM Board of Directors will make the United States Senate look like an exhibition in comparison. When poor people are trapped by working without knowing, they find it easier to understand, "Burn, Baby, Burn," than "Learn, Baby, Learn". The poverty programs might create more riots than prevent them unless we recognize that the "excluded" need training, before and during participation.

Whereas at present, the Board Members are working together, it is apparent to me that the relationship is temporary and the atmosphere is one of cautious and "wait and see." I think that the only way we get out of the mess is to go back to the beginning recognizing our errors. Unless persons are trained the power shall remain in the hands of those who know, those who can manipulate, those who can exploit, those who can wheel and deal and the poor will never be involved, only duped. If we are to train the poor people, we must recognize that knowledge is power.

Although CDGM was founded on the principles that made it peculiar to any other poverty corporation in the country, it had become an insensitive, bureaucratic regime. Its original dream has turned into a nightmare. It has failed to really work on inclusion of the poor. It has been controlled not by the poor but by the elite. The ideological differences are differences of the elite and not of the poor. Poor people have not been involved in planning. If CDGM is to be evaluated, it should be evaluated by the poor people of Mississippi. Poor people favor training prior to the exercision of power. The people must determine when they are ready for power. I believe when they are ready, they will not need a middle class spokesman but they will select someone within their own ranks if they believe in themsleves. I believe that Area Council representatives and community committeemen would have preferred training instead of the power to hire, fire, and inspect of which they were not qualified to do.

It is heartbreaking for me to admit that only "knowledge unfits a man to be a slave". Decentralization must mean giving power and skills to the poor. It cannot be done by osmosis like CDGM tried to do by setting up a "paper structure" and pulling people into it without training them.

It is time that we admit that middle class and rich folks got a hell of a jump on poor folks when it comes to understanding the system and pulling strings. In this light they are not equals. It is deception to lead the masses into believing that know when in fact they lack the essential experience and skills. This deception prevents the "excluded" from learning because you have already told them that they know.

Learning begins with freedom, openness, and honesty. The uneducated must be taught "how to learn" that is openly admitting their limitations and needs. The only way we can "help the poor to help themselves" is to work with them to evaluate what help they need.

RECOMMENDATIONS:

(1) The Board of Directors should be restructured in order to prepare poor people to become genuine policy makers. Its membership should consist of only the elite and secondary leadership of the poor. Its members should be elected by an informed electorate. It is suggested that the Area Council Representative and Community Committeemen make up the electorate and prior to voting they should be required to attend classes in political education and community change. The directors should be considered trainee-policy makers, and required to attend classes in political science, administration, sensitivity training, group dynamics, policy-making, and problem-solving. The subjects should be taught using case histories on the duties, functions, responsibilities, and powers of CDGM Board Members from its inception to the present. They should be paid for transportation to and from Board meetings and training sessions. It may be necessary to secure a special grant from OEO, HEW and/or foundation or other private sources to do this.

(2) The Leadership Training Department should be directed to prepare Area Councils for decentralization at a space of two councils every six weeks, and that its director be informed to utilize all available training resources to get the job done.

(3) The central office should be reorganized to operate as a communiversity with emphasis on administration and development of human resources. More community people should be hired, and professional staff directed to train the underdeveloped indigenous personnel. An example: Rev. Charles Thomas could be made permanent executive director with John Mudd as deputy director, advisor or director-instructor for an indefinite period. This represents the staff and community people working and learning together which is the function of a "communiversity", and it follows the philosophy of Frank Riessman in "New Careers for the Poor." If these recommendations could become realities, the results should be the development of a community Board of Directors, intelligent local control under decentralization and a largely indigenous central staff.

For a more detailed description of the proceedings of meeting, see Richard Haley's report and the minutes of the CDGM Board meeting, August 25-26, 1967.

September 4, 1967

Dr. Marvin Hoffman, Program Director
Child Development Group of Mississippi
Vincent Building
Jackson, Mississippi

Dear Marvin:

The following recommendations are the result of my visit to the CGDM board meetings of the weekend of August 28, and subsequent reflections. I sincerely hope you will find them of some value.

1. The board must make an assessment of the full resources available to carry CDGM successfully through its fund request, change of administration and other pressing problems.

Despite the sharp pessimism expressed by some on Saturday night and Sunday morning, there was clear evidence of an energetic effort to come to grips with current problems: a permanent director, communication of recent decisions to areas, etc. This effort was in answer to a comprehensive presentation of the problems, chillingly delivered by the legal counsel and retiring director.

Both challenge and answer must be kept at the front of the board's agenda. There will have to be a cold, complete assessment of resources available to deal with these problems. Much of this resource lies in the prior experience of those who have worked on the problems before: their knowledge of contacts, of political undercurrents, of procedures and deadlines. Equally important is that of volunteer time of board members. Some one - some several - must be prepared to give the time recessary to carry out critical tasks. This seems to be articulating the obvious; but there are indications that some of the members are just as obviously guilty of failing to implement the decisions resulting from their own votes.

2. Development of a consensus on the board, both in understanding policy and each other.

Broad, deep, "radical" community organization; integration into white American society through the educational program; flexibility of policy to meet changing OEO guidelines; complete innocence of the purpose of CDGM: these are some of the remarks on current CDGM policy expressed by staff or board during the weekend.

The board can begin to dissolve this corporate schizophrenia by an honest exchange of opinions on how each conceives the policy and underlying philosophy.

It is not to be expected that there will be complete agreement; but if the board continues to see itself as hopelessly divided, then it must seriously consider how to put George Raymond's motion - to dissolve the board - into actual effect.

3. Consideration of re-structuring of the board to provide a larger body and more local representation.

4. Division of responsibility on the board ot conform to program divisions.

As it stands now, I believe the board has too much work, in volume and complexity, for its size and commitment. Expand the membership to bring in more community representatives. This provides more direct representation from the areas; it also makes possible greater division of labor on the board itself.

I suggest there be two representatives elected from each of the fourteen (?) counties. Since I'm not familiar with all-over organization, that may be completely inequitable. Whatever the equitable means, the end result should be 20-30 area members, and up to ten members-at-large elected by vote of the community board members.

Board committees could then be created to deal each with a particular departmental operation. At the same time the group could expect to maintain close contact with the different areas.

5. Role-determination of those termed the "professionals" on the board.

As the weekend wore on, the "professional" members retreated with increasing speed toward all but physical withdrawal. Since it is not likely that OEO will fund and support a black corporation in Stennis' stompin'-ground, let's deal with that fact: there are going to be whites on the CDGM board. Then will the board simply use their presence, suffer some participation, or insist on full participation?

The first two alternatives are deliberately humiliating and dictate the emergence - or re-emergence - of a white bloc. At the other extreme: if Negro members turn over the leadership to whites by default of committee-assignments and decision-making; again this is inviting formation of a white bloc.

There is no question that the leadership role is presently "reserved", so to speak, for the black constituency of the board; that group must take over the job in its entirety. An integral part of that job is to see that every resource, whatever its color, is utilized in the area of its greatest effectiveness.

6. Agreement - no less - between board and staff on policy and implementation. It is not to be expected there will always be agreement on every daily detail; I refer to fundamentals.

One member described the staff as being divided between the classicists and the romantics: those who perceive CDGM as operating within definite structural and programmatic limitations, and those who see it directions and limitations determined by "people-needs", seen or felt, as they arise. The board must decide where it stands - at either point, at a third point or drawing its philosophy from the several opinions.

It is my own opinion that the size and complexity of CDGM make it inevitable that there be planned, comprehensive system, interlocking structure - the drab and dreary mechanics that seem to spell the end of vitality and creativity. That last need not be true if another element is added to the structure - flexibility.

I suspect these elements are already a part of the originally designed program; that, as is so often true, they have become obscured and changed through the stress of meeting day-to-day problems.

Whether that is true or not, it is true that the board and staff must see eye-to-eye on the purpose and operation of the program. Meet; discuss; decide; and for those who cannot ever come together it is plain that they must go completely apart.

7. Review of the function and effectiveness of area councils in the total CDGM picture. Are they effective in what they do? Does this tie in with the CDGM operation and policy? Are they just window-dressing?

There was really very little discussion of the area councils during the meetings which I attended. It was for that reason I included the very disturbing question, "Is the area-council simply a window-dressing?" If this has come to pass in the course of time, it is a problem of first magnitude for the board. It seems to me that neither the staff nor the board has the potential for expressing the will of the people, as has the area council.

Ideally, there must be free communication between the area council and the people of that area; the same give and take must exist between the council and' the board. Of course these things don't exist now. Maybe they never will. But we can never decide that this is a closed issue; the effort must be made to set up that communication. Otherwise the board, or staff, or some combination of the two becomes a dictator group - or weakly throws in the towel and joins the chaos.

What power does the area council have? How much autonomy does it have in planning and decision-making in its own area? How much responsibility does it have? Does it really make a difference in the program if the area council defaults? These questions are meant to imply that the area council must be able to see and believe in the necessity of its existence, and the importance of it. The board must spell this out in tangible terms, loud and clear.

If there is any part of the above that is not clear, please advise me. I will be glad to offer any assistance I can.

Sincerely,

Richard Haley

Richard Haley
2605 Frenchmen Street
New Orleans, Louisiana 70119

XERO COPY XERO COPY XERO COPY XERO COPY

[ca Sept. 15, 1967]

TO: Child Development Group of Mississippi

FROM: Ronnie M. Moore, Leadership Development Director,
Scholarship, Education, and Defense Fund for Racial
Equality, Inc.

RE: Training Elected Community Representatives

CDGM has failed miserably in its endeavor to develop the indigenous leadership of Mississippi's poverty stricken black masses. In addition to the impediments inherent in its structure, the gap between central office executives and the community people, and the gap between the Board of Directors and the community people still remain open and need bridging.

SEDFRE attempted to address itself to the issue by organizing a Human Relations Seminar during the weekend of August 4-6, 1967 at Tougaloo College, Tougaloo, Mississippi. Using sensitivity training methods, the seminar was designed to contribute to understanding of: (a) one's self and one's impact on others, (b) feelings and behavior of other members, and (c) conditions for effective group operations, and (d) how attitudes prevent, create, or resolve organizational and structural conflicts.

The primary objective was to bridge gaps and to develop CDGM central bodies and elected community representatives into a work group that could set goals, evaluate its programmatic activities, define problems, communicate, settle ideological differences and provide effective leadership for communities involved in the program. The agenda of the seminar is attached. (See Appendix A).

The workshop began on a Friday evening. The 40 participants included area administrators, community program workers, central office staff, area council representatives, and selected visitors. The focus of the session was slightly changed because of (a) inadequate plant facilities and (b) a misleading memorandum sent out by the CDGM executive director explaining the purpose of the weekend workshop. However, in both large and small group sessions, SEDFRE staff struggled to get the participants to focus in on themselves and the "here and now" issues rather than the "there and then".

Problems brought in the discussions are stipulated in the Force Field Analysis below.

| DRIVING FORCES | RESTRAINING FORCES |
|---|---|
| Frustrations in achieving CDGM goals. | Fear and threats. |
| Power struggles. | Power and Politics in central office. |
| Ideological differences. | Structure and attitude. |
| Poor Communication. | Defensiveness |
| Exclusion from decision making. | OEO Regulations and guidelines. |
| Insensitivity | Lack of strong leadership and policy making by the executive director and the CDGM Board of Directors. |
| Gap between central office and community people. | Interference by National Groups tied to the CDGM structure. |
| Gap between CDGM Directors and community people. | |
| Black-White relations. | |

As the workshop ended Friday night, the training consultants knew that a very difficult task was at hand because the attendants were not committed to exploring their differences through both self and group examinations. The trainers agreed to begin Saturday sessions in small groups. Generally, the sessions were successful but the attendance decreased for the following reasons: (1) persons were tired because they had been attending workshops prior to the T-group, (2) the setting became more intolerable, (3) some central office executives left Friday, but returned Sunday morning, (4) inability of the executive director to make attendance compulsory.

In spite of the above obstacles, the trainers worked desperately to get the attendants to examine their views and emotions on race, class status, leadership, communication, power, inclusion, and control.

Although no conclusions were drawn, participants explored old and new dimensions to issues previously mentioned.

The workshop ended with hope, reduced frustrations, a sense of programmatic direction, and increased self-awareness for everyone who attended.

However, my report on the state of the CDGM Board of Directors indicates a deterioration of the corporation and other complications since the time of the Tougaloo conference.

## AREA STAFF TRAINING

The first field task of SEDFRE and CDGM training personnel was to evaluate and develop the area staff of Sharkey and Issaquena counties, for decentralization. It became apparent that CDGM generally hired persons who barely had "skills" to do the A,B,C's of the job and the organization did not have time to find individuals who had the proper attitudes and programmatic understanding in addition to the skills. This is further complicated by the central office being influenced by recommendations by uninformed Area Council Representatives as to hiring and firing.

In addition, friendships and politics played a part in Area Council decision making.

Therefore, staff training did not deal with the "do's" and "don'ts" of job responsibilities, but workshops dealt with attitudes and relationships.

We conducted one session lasting for six hours and we conferred with each staff member giving advice on the objectives of CDGM, the role of the Area Staff in community change, the responsibility of the staff to the Area Council, and the need for committment on the part of staff.

## TRAINING AREA COUNCIL REPRESENTATIVES AND CHAIRMEN OF COMMUNITY COMMITTEES

In Sharkey and Issaquena counties, elected community representatives need intensive training. A study guide is attached. See Appendix B.

Up to this point in the above counties, trainers have conferred with each Area Council representative and each community committee chairman as to his training needs. The first weekend workshop (September 8-10, 1967) will cover the subjects of group dynamics and political awareness. (See Appendix C - Agenda).

Personal interviews, observation of Area Council meetings and workshop sessions have helped us to draw the following conclusions:

(1) Area Council should be restructured through expansion, a new election of officers, and setting up of committees within the council and an advisory committee from the county at large.

(2) Area Council representatives are afraid to accept responsibilities and to exercise power and authority.

(3) Area Council members must develop confidence and intestinal fortitude.

(4) They need a basic understanding of poverty, power and politics.

(5) They desire training with the emphasis on group dynamics, political awareness, self-awareness, and business administration.

In an attempt to act on the above conclusions and to meet the challenge of training area council representatives as rapidly as possible, under appendix D SEDFRE has prepared a training design for CDGM to implement. It briefly outlines a training department and a format for training in each area.

# APPENDIX A

## HUMAN RELATIONS LABORATORY

TITLE: GROUP DYNAMICS AND SELF AWARENESS

SPONSORED BY: Scholarship, Education and Defense Fund for
Racial Equality, Inc.
150 Nassau Street, Room 1030
New York, New York 10038

PARTICIPANTS: Staff and Elected Community Representatives of the Child Development Group of Mississippi

PLACE: Tougaloo College
Tougaloo, Mississippi

DATE: Autust 4-6, 1967

| | |
|---|---|
| Friday<br>7:30 - 8:30 p.m. | Introduction to the Processes of Inquiry, Exploration and Experimentation of Relationships<br>(WHY ARE WE HERE?)<br>Fishbowl - Guidelines for Developing Relationships |
| 8:30 - 9:30 p.m. | Community Self Development |
| 9:30 - 9:45 p.m. | Talk-Walk |
| 9:45 - 10:15 p.m. | Community Self Development |
| 10:15 - 10:30 | Formation of Trust Groups |
| 10:30 - | T-Group Session |
| Saturday<br>8:30 - 10:15 a.m. | T Group Session |
| 10:15 - 10:30 a.m. | Break |
| 10:30 - 12 noon | T Group Session |
| 1:30 - 3:00 p.m. | T Group Session |
| 3:00 - 3:30 p.m. | Talk-Walk |
| 3:30 - 5 p.m. | Community Self Development |
| 5 - 7 p.m. | Free Time |
| 7:00 - 8:30 | T-Group Session |
| 8:30 - | Community Self Development |

Sunday
9 a.m. - 12:00 Community Self Development

FINALE

Training Consultants:
Shirley Lacy
Francisco Lugovina
Ronnie M. Moore

# APPENDIX B

# STUDY GUIDE

# FOR

# AREA COUNCIL REPRESENTATIVES

Prepared by:

Edward L. Cole, Director
Leadership Training
Child Development Group of Mississipp
800 Vincent Building
Jackson, Mississippi
601-948-7390

In an attempt to involve Area Council Members to a greater degree in the politics, power and policy making of CDGM, I have prepared an outline of information important to them in increasing their awareness of events around them. I believe that in order for an area council representative to take responsibility, he must have the desire to have power, to use authority and the knowledge of implementation. This outline should serve as a guide for increasing skills and awareness.

## LEADERSHIP TECHNIQUES

I. Operational Techniques
  A. Regular caucauses of leaders
  B. Joint meetings with other community organizations
  C. Public relations
  D. Fund raising

II. Developing Organizational Acumen
  A. Parliamentary procedures
  B. Negotiating skills
  C. Forming Strategies

## COMMUNITY: PROBLEMS, ACTION CHANGE

I. Community Problems
  A. County Analysis
    1. Geographic
    2. Economic basis
    3. Centers of power
      (a) Individuals
      (b) Groups
    4. Resistance forces
    5. Co-operative forces

  B. Nature and Scope of Problems
    1. Political
    2. Educational
    3. Economical
    4. Social

II. Community Organization
  A. Purposes
    1. to solve community problems
    2. to develop power bases
    3. to involve masses in community action
    4. to effect community changes

B. Self Advancement Activities
  1. Exploitation of local, state and federal public programs
  2. Development of co-operatives and businesses
  3. Quality education
  4. Political strength and action
  5. Legal action
  6. Non-violent direct action

C. Participation in Social Movements
  1. Civil Rights
  2. Welfare
  3. Labor
  4. Peace

D. Management of Conflict
  1. Delineation
  2. Selection of vulnerable targets
  3. Sustaining the crisis

## POVERTY: FACTS OF THE WAR AGAINST POVERTY

I. Poverty
  A. Causes
  B. Effects

II. Federal War Against Poverty
  A. Economic Opportunity Act of 1964

| | | |
|---|---|---|
| 1. | Title I | Youth Programs |
| 2. | Title II | Urban and Rural Community Action Programs |
| 3. | Title III | Special Programs to combat poverty in Rural Areas |
| 4. | Title IV | Employment and Investment Incentives |
| 5. | Title V | Work Experience Program |

  B. Discussion of Pertinent Programs

III. Evaluation of Programs
  A. Scope and depth
  B. Community needs vs. governmental resources

## ANALYSIS OF CDGM

I. Its History
  A. Outgrowth of Mississippi Social Movement
  B. Conception and political opposition
  C. The new CDGM

II. Its Objectives and Philosophy
  A. Pre-school centers
  B. Community Organization
  C. Local control and maximum feasible participation

III. Its Structure
  A. Representation of the people
    1. Board of Directors
    2. Area Councils
    3. Community Committees

  B. Administration
    1. Central Office
    2. Area Office
    3. Centers

IV. Its Future

## AREA COUNCIL DEVELOPMENT

I. Purposes
  A. Local control
  B. Maximum participation
  C. Community representation

II. Powers (present)
  A. Investigate and Inspect CDGM Operations
  B. Evaluate Headstart Centers regarding content of program and related resources
  C. Advise central staff on hiring - firing

III. Organizational Structure
  A. Officers
    1. chairman
    2. secretary
    3. parliamentarian

  B. Committees (Formation and Functions)
    1. program
    2. finance
    3. personnel
    4. public relations

IV. Organizational Development
  A. Regular meeting
    1. order of business
    2. attendance

  B. Decision making
    1. problem solving (community problems)
    2. policy formulation
    3. goal-setting (long range goals)

V. Understanding Decentralization and the New CDGM
  A. Proposal Duties of Area Councils
  B. It's relationship to Central Staff
  C. It's relationship to Area Staff

# APPENDIX C

TITLE: GROUP DYNAMICS AND POLITICAL AWARENESS

SPONSORED BY:

CHILD DEVELOPMENT GROUP OF MISSISSIPPI
800 Vincent Building
Jackson, Mississippi (601) 948-7390

SCHOLARSHIP, EDUCATION AND DEFENSE FUND
FOR RACIAL EQUALITY, INC.
150 Nassau Street
New York City, New York 10038

PARTICIPANTS: Area Council Representatives, Community Committeemen, and Area Staff of Sharkey and Issaquena Counties

PLACE:

Holiday Inn
Vicksburg, Mississippi

DATE: September 8-10, 1967

TRAINING ASSOCIATES:

Mr. Edward L. Cole, Director
Leadership Training (CDGM)

Mr. Ronnie Moore, Director
Leadership Training (SEDFRE)

FRIDAY NIGHT

| | |
|---|---|
| 8:00 - 9:15 | Organizational Development<br>Step #1 Inclusion<br>Step #2 Communication and Group Discussions<br>Step #3 Control |
| 9:15 - 9:30 | Break |
| 9:30 -10:30 | Study Guide for Area Council Representatives |

SATURDAY

| | |
|---|---|
| 8:00 - 9:00 | Breakfast |
| 9:00 -12:00 | Observing and Diagnosing Group Behavior<br>-NEEDS-<br>-RESOURCES-<br>-PLANNING-<br>-IMPLEMENTATION-<br>-EVALUATION- |
| 12:00 - 1:30 | Lunch |
| 1:30 - 3:00 | Stride Toward Freedom<br>SLAVERY AND EMANCIPATION<br>CITIZENSHIP<br>SUPREME COURT<br>Decision-May 17, 1954<br>Civil Rights Legislation<br>Protests and Politics<br>Analysis of the MARCH ON WASHINGTON |
| 3:00 - 3:30 | Break |
| 3:30 - 5:00 | POVERTY, POWER, AND POLITICS (Social Legislation)<br>FEDERAL WAR AGAINST POVERTY<br>PEOPLE'S WAR AGAINST POVERTY<br>HISTORY, MISSION, SUCCESS, AND FAILURE OF CDGM |
| 5:00 - 6:30 | Dinner |
| 6:30 - 9:30 | Back to Back Film Presentation<br>FILM: THE CORNER |

Film Presentation Cont'd.

An exploration of the problem of juvenile delinquency through an understanding of the way juvenile gang members understand themselves. A documentary filmed on the streets of Chicago at night, this film is intended to be a subjective statement in the words of members of a gang called "the Vice Lords", describing their world, codes of behavior and their attitudes.

FILM: RIGHT NOW

A story of the processes, people and problems of responsible Negroes in Savannah, Georgia, getting out of the vote before the 1964 elections which saw a million Negroes added to voter-registration polls in the south. This lesson in practical democracy shows the person-to-person way to go about voter education, demonstrating for people everywhere how non-voters can be moved out of their apathy into political actions as citizens.

Group discussion on how the films relate and differ.

SUNDAY

9:00 - 12:00 Community Problems in Sharkey and Issaquena Counties

POLITICAL - BALLOT AND CITIZENSHIP EDUCATION
ECONOMIC - JOBS AND HOUSING
SOCIAL - WELFARE
EDUCATIONAL - SCHOOLS

# APPENDIX D

# TRAINING DESIGN

FOR

AREA COUNCIL REPRESENTATIVES

# APPENDIX D

## TRAINING DESIGN FOR EACH AREA COUNCIL

I. FIRST WEEKEND WORKSHOP
   GROUP DYNAMICS AND POLITICAL AWARENESS

II. SECOND WEEKEND WORKSHOP
   COMMUNITY PROGRAM DEVELOPMENT AND DECENTRALIZATION

III. FOLLOW UP ONE DAY ON WORKSHOPS UPON REQUEST OF ELECTED
   COMMUNITY REPRESENTATIVES OF DECENTRALIZED AREAS

## CDGM TRAINING DEPARTMENT (STRUCTURE)

I. DIRECTOR

II. SECRETARY

III. RESEARCH AND INFORMATION DIVISION

IV. STAFF ASSOCIATES

V. TRAINING CONSULTANTS

# TRAINING FORMAT
# FOR
# EACH AREA

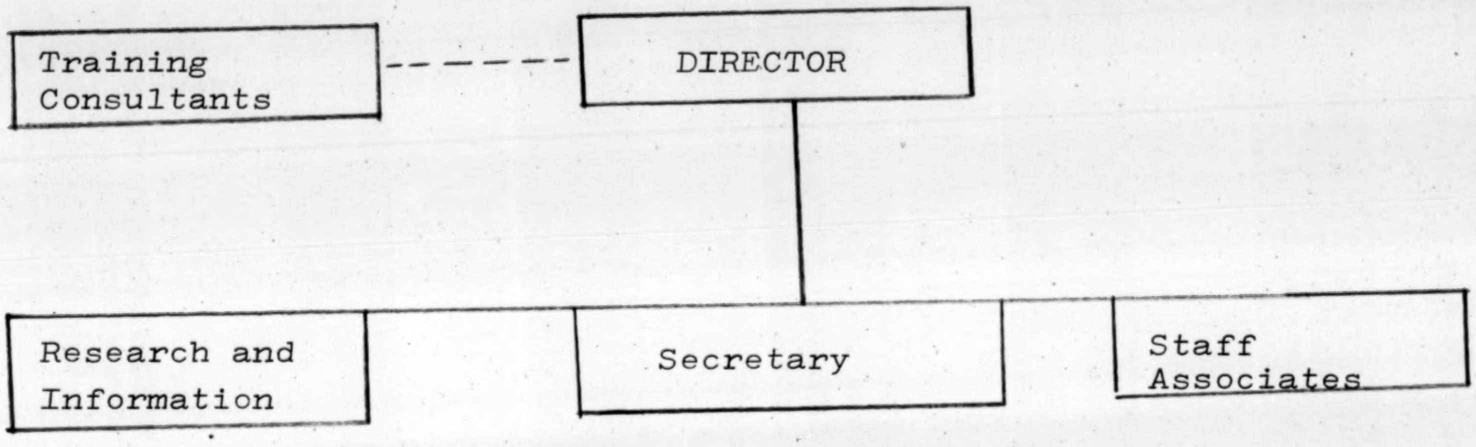
I. PERSONAL CONFERENCES
AS TO TRAINING NEEDS

II. FIRST WEEKEND WORKSHOP
(GROUP DYNAMICS AND POLITICAL AWARENESS)

III. SECOND WEEKEND WORKSHOP
(POLICY-MAKING AND PROPOSED RESPONSIBILITIES UNDER DECENTRALIZATION)

IV. FOLLOW UP WORKSHOPS FOR
AREA COUNCIL REPRESENTATIVES UPON REQUEST OF THE COUNCIL

## STRUCTURE OF THE CDGM
## LEADERSHIP TRAINING DEPARTMENT


Training Consultants
DIRECTOR
Research and Information
Secretary
Staff Associates

TO: Regianld Robinson

FROM: Ed Cole

RE: Jones County

DATE: September 26, 1967

The Leadership Training Department spent sometime in Jones County during the period of 9/15 through 9/25, laying the foundation for training of Area Council and Area Staff.

Several general comments can be made about the area council. The average age of area council members is approximately 50 years old. The members are traditional leaders of the Black Community, that is, ministers, deacons and two school teachers. They are basically financially secure and their attitudes reflect the same. They expressed a desire for training, however, they had no idea as to specific training needs. They have only vague ideas of the area staff's duties and responsibilities. All of them have some feelings of community needs.

Observation of an area council meeting revealed that the area council suffers for full participation of members. The chairman "run the show". The council spends most of its time dealing with petty issues and parliamentary procedures rather than programmatic development and direction. Since the chairman determines the destiny of council meetings they take pseudostands on issues and try to cover up the real positions and real issues- they believe in "peace and harmony".

Consultation with the area staff revealed the following feelings and opinions. The general feeling of the area staff is that the area council is not ready for decentralization in any sense of the word. My own feeling is that the area staff has sense of definite direction and if given the support of a strong and conscientious area council Jones County could move. They feel that the area council cannot make decisions and the majority of the members are too old for training. In fact, they feel that the area council needs reorganization.

The feeling among the area staff and several community committee members is that the unbrella personnel committee impedes the progress of community committee and indigences leadership development. The personnel committee has two members, according to area staff, and this committee is non-functional. It is also felt that the presence of ministers on the council prevents its total development.

Attached is a report from two meetings in the area. The problem mentioned is one that needs attention. However, the area council appointed a committee in investigate the allegations. I have serious doubts as to whether the problem will be dealt with sufficiently.

I recommend that the Executive Director consult with the chairman of Jones County Area Council concerning this matter.

EC/bjl

cc: Rev. Charles Thomas
Marv Hoffman

WEDNESDAY
September 20, 1967
2:30 - 4:30 p.m.

GROUP MEETING WITH

Area Administrator
Area Teacher Guides
Payroll Officer
Field Program Advisor
Annie Devine
Ed Cole
Spiver Gordon
Mr. Kelly

This meeting took place at the Area Office. The Community Program Workers were not present.

The following points were brought out in the discussion:

1. The area council does not accept staff's suggestions.
2. The area council has inferiority complex.
3. The area council is reluctant to deal with problems; It creates problems instead of trying to solve them.
4. The council cannot make decisions.
5. The council lacks honesty, intelligence and a sense of responsiblilty.
6. The council should be up graded. The majority of the members are too old. Extensive training is very necessary.
7. The area staff feels it can be of service in training the community committee.
8. Training would be more effective for the community committees than for the area council.

Area Council meeting Wednesday night, September 20.

Council Member present:

Rev. Mays - Chairman
Mr. George T. Curry
Mr. San House
Mrs. Cora McInnis
Mr. Alex Bumper
Mr. McNair
Mrs. Myrtis Watkins

Community Committee:

Rev. Collins was acting chairman of first part of the meeting. This meeting dealt with an issue about a center director demanding part of a resource teacher's pay check. The resource teacher had missed one days' work. The center director had sent in her full time but he wanted the resource teacher to pay him cash for the day she was absent. The discussion on this matter lasted about one hour. Rev. Collins repeatedly asked the council to take some action in this matter. The area council chairman repeatedly tried to get arround dealing with it by saying he could not act on a matter that was hearsay. Too many times complaints had come to him that could not be substantiated. It was brought out that a community meeting had been held the night before to handle this problem. The community meeting had failed to find a solution so they brought it to the area council. The cross fire discussion on this issue proved the allegation stated in the staff meeting held earlier in the p.m., the council's reluctance to deal with problems. Rev. Collins dismissed himself from the meeting stating he had to leave because of a previous engagement. Rev. Mays, the area council chairman took over the meeting. The discussion continued with community people demanding that the area council make a decison on what to do about this center director and resource teacher problem. Mrs. Brooks, area teacher guide and secretary for the meeting asked Rev. Mays if he had a copy of the letter she had sent to him, he stated that the letter was in his car. Mrs. Brooks then stated she had sent a copy of this letter to Mrs. Draine pointing out that she had gone to several centers at different times and found resource teachers absent and that she was not informed of this by any one. There are no substitute teachers hired for these centers. She stated that this made it very difficult for her, had she known that a resource teacher was absent she herself would have substituted for the resource teacher in order that there would have been supervisor for the children at all times. In the case of the center director demanding pay from the resource teacher for absenteeism she had personally talked with the mother of the young lady who is a witness to the scene where the center director demands the money. The chairman then gave a lecture on how careful we must be in making accusations without proof to back them up ( never recognizing that the letter sent to him and program department should have been investigated). He reluctantly appoints a committee to investigate the case of the center director and resource teacher, himself, Mr. House and Mr. McNair. He then asked the people form central office if they had something to say. Ed Cole, Director of Leadership Training made some remarks about his concern that this council will have to face its own problem and try to solve them. The meeting ended with many people dissatisfied with the outcome. The area council will hold its next meeting Wednesday night, September 27.

— Give a reaction to this -

OCT 20 1967

**TO:** Reginald Robinson

**FROM:** Ed Cole and Myrtle G. Glascoe

**RE:** Suggested CDGM Training Program

LEADERSHIP DEVELOPMENT FOR DECENTRALIZATION--The Process Of People Beginning To "Do For Themselves" Rather Than Be Done For", The Realization Of The Goals Of The Child Development Group Of Mississippi.

"CDGM's entire history in Mississippi has been a testimony to its belief that the chief resource in a community, particularly a poverty-stricken community, is people. The objective of any poverty program should ba to involve and develop communities and individuals with the competence to plan, organize, and implement the best possible child development program which fosters in children creativity, free expression, freedom from fear and desire to explore. Through this experience, the outcast poor will be able to create more self-sufficient communities capable of developing their own potential and using the resources of the larger society to break the cycle of poverty and degradation.

A major limiting factor on achievement of individual and community competence is the existence of a centralized structure which maintains a monopoly on the policy and decision-making functions of the program. Such a structure can impede the development of skills needed for mobilization of the energies within the poor communities to gain self-sufficiency. In fact, even when the necessary skills are not yet fully developed, greater responsibility is desirable because it is only with the assumption of this further responsibility that the skills will continue to develop. If the skills do not yet exist, extensive support services are needed to help individuals and communities move into the final stages of productive self-sufficiency."--excerpts from the current CDGM proposal.

The Problem:

Successful decentralization of the present CDGM program can only take place "--if the pre-conditions for 'community action' have already been realized:

a. There is a 'community' in the sense that individuals of vastly different backgrounds have sufficient consensus regarding goals and modes of action permitting some degree of coordination in planning and implementing programs;

b. The poor and outcast have the power and the opportunity to develop skills in order to 'participate' significantly; and

c. Innovative plans for eliminating the 'causes' of the cycle of poverty by providing productive roles for the poor are generated and supported."[1]

"CDGM has failed miserably in its endeavor to develop the indigenous leadership of Mississippi's poverty-stricken black masses."[2] OEO may completely decentralize the CDGM program as of January 1, 1968. How does CDGM provide learning experiences in the next three (3) months to help poor Mississippians continue to provide a CDGM-type Head Start program for themselves under the auspices of local Community Action Programs. People need to learn to deal effectively with representative groups, to understand what is basic--the fact that "In many instances, CAP Boards in Mississippi stand as further confirmation that there is no intention of providing opportunity for fundamental change in the position of the poor".[3]

The CDGM situation can be summed up as one in which "--the impediments inherent in its structure, the gap between central office executives and the community people, and the gap between the Board and the community people--" have created and perpetuate a general atmosphere of confusion and frustration throughout the program. Hostilities exist on all levels. People try to work but don't understand what they are expected to do or are capable of doing. The key area is one of working relationships--attitudes toward the program and to co-workers.

## Suggested Plan

The CDGM situation can be used to develop indigenous leadership among the masses of poor people in Mississippi. In order to do that, the situation must be made functional within the limits that it now exists. Used effectively, the existing CDGM structure and program can provide the necessary learning experiences to enable CDGM to decentralize successfully. The leadership training program should teach people to understand the mess that the CDGM program is in now, how that mess came to be, and how the program can work effectively. These experiences can lay the firm foundation of knowledgd, understanding and practice that poor people will need to function in the Mississippi CAP program situation. To attempt to train people to function in such a situation without providing these basic training experiences can serve only to compound the mistakes and failures that have already been made; thereby, adding to people' feelings of inferiority, inability to perform adequately and frustration around the political wheeling and dealing that has accompanied the CDGM program.

What Needs To Be Done--What Will The Training Program Do?

1. Clarify the existing structure and functional roles of program and program resource staff.
2. Clarify existing CDGM structure and functional roles of elected community representative groups who function to give community community authority, direction, sanction and support to the CDGM program.
3. Provide analysis and evaluative situations (discussions) and materials to enable community representative groups and program staff (central and area staff) to understand and deal with the situation that the CDGM program finds itself in now as a direct result of the successes and, or failures of these two groups to relate to each *other* effectively.
4. Set up framework for ongoing evaluations and analysis of the program with learning experiences built in.
    a. regular (supervisory--social group work--sensitivity training type) sessions conducted for all staff and community representative groups and *individual* members of those groups as needed in order to provide day to day opportunities for problem

solving, interpreting functional roles, and technical assistance--legal help welfare and social security info., OEO guidelines, etc.

Given the three month time limit and the amount and kind of training that needs to be done ideally, we suggest that trainees come from four categories:

1. Community Committees--all members with allowance for area council members who do not come from community committees.

2. Selected center staff--1 each center (not always the center director.

3. People chosen at large from the community-- 2 from each center community to be chosen by the community committee from people who have no official connection with the CDGM program.

4. Area Staff--Area Administrator, Area Health Coordinator, Community Program Worker and Area Teacher Guide.

Going on the basis of the total CDGM operation which includes 75 centers, at 8 people per center and 6 area staff per area, we have a total of 666 people who need training. The training format and design are included under apprendices (A) and (B).

Considering the limited number of trainers available, we have to establish priorities. Thus we have divided the counties into training groups A and B. Group A includes Sharkey Jones, Kemper, Copiah, Washington and Rankin Counties. Group B includes Madison, Jasper-Smith, Leake-Newton, Lowndes and Stone Counties. Training for Group A is set to begin on Monday October 23, 1967 and training for Group B is set to begin on Monday November 27, 1967. Counties were placed in training groups on the basis of priorities established according to the positive political potential of the county and its economic condition.

Group A- 318 trainees, will need 21 trainers

Group B- 334 trainees, will need 21 trainers

Each trainer will be responsible for establishing the primary training relationship with a group of 15 trainees. The trainer will set the overall tone for the training experiences; design the learning situations so that they are continuous and directly related to the day to day CDGM field experience; provide sensitivity training sessions so that trainees can better understand and deal with their feelings about themselves and their co-workers as directly related to their CDGM jobs. The trainer will use the services of consultants to provide specific technical information that will be necessary in the program, such as legal information, how to write proposals, how to work out a budget, understanding the politics of poverty-program planning, ie. CAP boards, community committees--how they can and would work together to make a good Head start program, etc. The Department of Leadership Training will direct and coordinate the training program locating persons in the CDGM program to act as trainers, as well as, locating persons outside it to train and consult with.

### Suggested Orientation Experience for Trainers:

1. Complete orientation to the present and proposed CDGM structure.
2. Complete orientation to the problems of operation in its present structure and our analysis of what needs to be done.
3. Knowledge and understanding of the Black-White power struggle in the historical development and present operation of CDGM as essential to understanding the desparate need to develop indigenous leadership among the masses of poor people in Mississippi.
    a. County, State and National scene re: Mississippi and the civil rights movement: the attempt of the White Power Structure to use the Anti-poverty Program to kill the strides made by the Civil Rights movement.
    b. The sugar-tit of Poverty Program and Federal Guidelings dangled in front of the masses of poor Mississippians, and the resultant fighting and confussion in the poor communities.

### Plan For Getting Training Program Into Operation

1. Present the training proposal rough draft to the CDGM executive team for discussion and approval with necessary additions and changes.
2. Present to executive committee of the CDGM Board of Directors the corrected draft for discussion and approval with necessary additions and changes.
3. Turn program over to the Department of Leadership Training for implementation.

# APPENDIX A

## Suggested General Format for CDGM Leadership Training Program

I. Trainer Orientation-- weekend session

II. Training Week One-- for trainers and trainees to become initially acquainted with each other in individual interviews, and for trainers to begin to become familiar with the work situation and the community that his trainee group comes out of.

III. First Weekend Workshop

IV. Two Night Sessions

V. Second Weekend Workshop

VI. Two Night Sessions

VII. Ongoing Evaluation by Training Department--for one night every two weeks for the duration of the Grant

## APPENDIX C

Training Schedule for Group A-- Sharkey Jones, Kemper, Copiah, Washington and Rankin Counties.

| | |
|---|---|
| October 21 - 22 | Weekend Trainers Orientation Sessions |
| October 23 - 26 | Individual Interviews between Trainers and Trainees--Trainers acquaint themselves with trainees working situations. |
| October 27 - 29 | Weekend Workshop |
| October 30 | Trainers observe Trainees in field |
| October 31 | Night Training Session |
| November 1 | Trainers Observe Trainees in field |
| November 2 | Night Session |
| November 3 | Night Off |
| November 4 - 5 | Weekend Workshop |
| November 6 | Trainers observe Trainees in field |
| November 7 | Night Session |
| November 8 | Trainers observe Trainees in field |
| November 9 | Final Session of Group A Training Program |
| November 10 | Trainers write reports and prepare for evaluation of |
| November 11 - 12 | Trainers and Training Program Coordinators evaluate the training program. |

NOV— 13

## APPENDIX C

Training Schedule for Group A-- Sharkey Jones, Kemper, Copiah, Washington and Rankin Counties.

| | |
|---|---|
| October 21 - 22 | Weekend Trainers Orientation Sessions |
| October 23 - 26 | Individual Interviews between Trainers and Trainees--Trainers acquaint themselves with trainees working situations. |
| October 27 - 29 | Weekend Workshop |
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| October 31 | Night Training Session |
| November 1 | Trainers Observe Trainees in field |
| November 2 | Night Session |
| November 3 | Night Off |
| November 4 - 5 | Weekend Workshop |
| November 6 | Trainers observe Trainees in field |
| November 7 | Night Session |
| November 8 | Trainers observe Trainees in field |
| November 9 | Final Session of Group A Training Program |
| November 10 | Trainers write reports and prepare for evaluation of |
| November 11 - 12 | Trainers and Training Program Coordinators evaluate the training program. |

Nov— 12

## APPENDIX D

Training Schedule for Group B-- Madison, Smith-Jasper, Leake-Newton, Lowndes and Stone Counties.

November 27 - December 1-- Individual Interviews between Trainers and Trainees-- Trainers acquaint themselves with trainees working situations.
December 1 - 3 ............ Weekend Workshop
December 4 ............... Field Observation
December 5 ................ Night Session
December 6 ................ Field observation
December 7 ................ Night Session
December 8 ................ Field Observation and Night Off
December 9 - 10 ........ Second Weekend Workshop
December 11............. Field Observation
December 12 .............Night Class
December 13 ............. Field Observation
December 14 ............. Night Class-- Final Session of Group B Training Program
December 15 ............. Trainers write reports and prepare for evaluation sessions
December 16 - 17........ Trainers and Training Program Coordinators evaluate the Group B Training Program

November 13, 1967

**MEMORANDUM**

To: Community Program Workers' Course Committee
From: Myrtle G. Glascoe
Re: Further Planning and Thinking that needs to be done for our Course

1. I am sorry that I am not here to greet you this Monday morning, but as you can see I have prepared for you. Please read the material in this memo and begin the discussion. I am meeting with Mrs Alexander about the history session this morning. My meeting with her starts at 10 A.M., should not last more than an hour--- which means I should be back here shortly after 11 A.M.

2. Any questions you have about the "new" course outline-- save them for me. I am expecting your questions and we need to talk about the outline so you can understand it and the changes in it.

3. Sears, I have not forgotten that I asked you to be in charge of contacting people in the state for our course. Be thinking and planning on this as you read and discuss. Some people I have found that it is necessary fwr me to contact--- and discuss the course material in some detail with them--- with others it won't be important for me to do this. We should make definite decisions today on who contacts who, so you can get some help from other CPWs.

4. Assignments, Attendance, how we have to work to get in our 48-50 hours of study time---- will all need to be discussed today.

5. Making a book list of books we need to read-- and books we need to know about---- I hope to work ahm out a bibliograpy for the course.

6. Please list the questions you have for me--- and try to get as much discussion done while I'm gone as possible--- and BE ORGANIZED FOR WORK AT SHORTLY AFTER 11AM. Gee, Thanks.

7. Since our religion sessions have all ready started--- be very specific--- what else do we want to know about religion--- do we want to go on with the panel discussions as planned--- how about new ideas.

8. WE NEED TO GIVE PREFERENCE TO FINDING PEOPLE HERE IN MISSISSIPPI TO DO OUR COURSE. WASZNT C.D. JOSEPH GREAT ON FRIDAY!!!!

To: Community Program Workers Course Committee
From: Myrtle G. Glascoe
Re: Revised and Adjusted Training Course Outline

A. Religion,. A Major Institution in the Negro Community

I. The development of Negro Religion in Mississippi
  a. the Southern Negro Baptist church
  b. other religions in the Negro community.
II. Negro religion and poverty.

B. Social Action in the Negro Community
I. Ways People work together to improve their communities.
  a. Social Action projects in Mississippi-- projects in CDGM counties and their progress.
  b. social action projects and their affect upon the white power structure.
  c. techniques for bringing people together to encourage social action for social change in Mississippi.
II. Ways People Have Used to Organize to Get What They Need
  a. Our democratic way of life---
  (principles of parliamentary procedure)
  b. other forms of government--- nationalism, communism, colonialism, facism --- their affect on the lives of poor people.
  c. social movements in the United States--- labor movement, civil rights, the depression and new deal, peace movement, human rights, etc.--- their accomplishments and failures.

C. Economics
I. The Part Negroes Have played in the Economic Development of the U.S.
  a. agriculture, industry and Negro business.
II. A General Picture of the U.S. Economy
  a. The big industrial empires that control the American economy.
  b. how the U.S. economy is strengthened by its foreign investments.

III. Ways Poor People Can Work Together to Develop Economically
   - a. the co-operative--- credit unions, self-help housing buying clubs, etc.
   - b. use of federal funds--- Small Business Loans, F.H.A. etc.

D. Negro History

I. History of the Negro in Mississippi

II. The Reconstruction Period

III. The Institution of Slavery
   - a. African slavery in different places--- North and South America, the British French, ~~and~~ Dutch, Spanish and Danish possessions.
   - b. habits, attitudes and ways of life in slavery, and how these practices have affected and continue to affect American Negro life.

## TRAINING COURSE CURRICULUM OUTLINE

A. Religion

- I. Formal Sessions
  - a. Charles D. Joseph and Ronnie Moore
- II. Informal Sessions
  - a. a panel of Mississippi ministers to discuss our religion in Mississippi and its influence on our people
  - b. a panel of lay people to give their views on religion and its affect on our people.

B. Negro History

- I. Formal Sessions
  - a. the instructer for these sessions has yet to be found. We will probably use more than one person. I am considering and in negotiations with Mrs. Margaret Walker Alexander the author of Jubilee-- she teaches at Jackson State, and Lerone Bennett of Johnson Publishing Co.-- a noted Negro historian. We need further suggestions.
- II. Informal Seqsions
  - a. one session with Mr. Sylvester McGhee--- the administrative work for bringing Mr. McGhee has already been done. We have to wait for his daughter to get well enough to bring him to Jackson-- she's been in the hospital for some weeks now. I think we should talk about making a trip to where he is for our session. I would like to suggest starting off our history section with Mr. McGhee.
  - b. one session with a very old white man--- Joe have you done any work on this one? Is it possible for you to do it mow?
  - c. C.P.W.s dramatization of In White America--- I have done nom work on how ~~m~~ we can get copies of this play. I still think we should do it---- that it can be a real fun session for us, as well as, a learning session. Can one of the CPW Course committee take on this job of finding copies of the play.

d. Study of outstanding Negroes--- each CPW will be assigned to make a report on one or more of these people. We need to make a final list today of who we want to study, so those reports can be assigned to you.

e. Field Trips--- we haven't talked about this at all. I'm sure there are places in the state we can visit to help us in our study of Negro history. I have in mind--- plantations that are nearly intact or have been restored--- need suggestions from you on this. Do you think this is a good idea?

C. Economics

I. Formal Sessions

a. We have no definite instructors here. John Mudd and George Curry of Jackson State have been suggested. This area is the hardest one so far----. Need your suggestions and ideas and especially if you know people we can contact to make this presentation. We still want Jesse Morris &Co.

II. Informal Sessions

a. a panel of co-op organizers ~~from Mississippi and~~ other deep South states to talk about how they have organized the projects they are working with.

b. members of co-ops from around the state to talk about their projects--- how they were organized, how they are working etc.

c. members of the Negro business and professional world-- doctors, lawyers, funeral directors, realestate men, retailers etc. --- to talk about their professional and business experiences.

D. Social Action in the Negro Community

I. Formal Sessions--

a. I'm working hard on this one--- trying to find out who the best people are that we can use. All SNCC folk are out, as well as people who may have had some contact with CDGM when the funds were badly mis-appropriated and are suspected of being involved. I think we need a well exper-

-ienced person who "knows his stuff" to give us the formal sessions--- or a team of such people. However, it may be easier to use one "expert" as our basic resource-- then bring in other people on the informal sessions. Unita Blackwell, Bob Mants, Lawrence Guyot, Mrs Hamer and Amzie Moore are names that have been suggested. Do youxx have others?

II. Informal Sessions

- a. pull together a team of people from the communities in the state that have used social action to bring about social change---- to talk about the projects they have worked on how they turned out--- successful or otherwise-- with analysis and explanation of why certain things happened the way they did.
- b. get a group of community leaders to talk about how they have helped the communties they live in to bring about social change--- names have been suggested like Owen Brook, Ratheus Hayes etc. Who are your suggestions?

---

E. Other Learning Experiences for Our Course

I. A cultural Workshop---

- a. Reg saw one of our great Negro Poets, Sinclair Brown when he was in D.C.--- told him about our course and D. Brown would like to come down to do a session.
- b. We can try to get Negro people from around the state who have talents--- singers, guitar players etc.
- c. think about this and talk about ~~it~~--- it--- give in your suggestions and names of people you know. We have 2 categories of people--- nationally and internationally known artists, like Mr. Brown--- and people from around our state---- we need both kinds.

II. Give in your suggestions and ideas for other experiences.

## CPW Training Course Assignments

1. each CPW taking the course is to write an autobiographical profile of himself in relation to each area of our study. The profile on religion is due on Friday Nov. 17th. We will be using the profiles in class discussion.
2. each CPW will be assigned to make a report on one or more outstanding Negro person.
3. In place of a final examination, each CPW will be asked to write another County Analysis using the learning experiences we have had in the course to help you to do this. Later on an outline will be drawn up to help you write the analysis.
4. The first required reading is Jubilee by Margaret Walker. THe reading is assigned especially for the history section-- xx so it should be read by Nov. 24th.

In our meeting today-- we will discuss these assignments and talk about others. Have some ideas! ________________________

TO: Rev. Charles Thomas, Directo                November 15, 1967

FROM: Ed Brown, Director MACE

SUBJECT: TRAINING FOR REORGANIZATION

In order to quickly gear-up for the decentralization and to prepare adequate training materials (not to mention providing orientation for training staff). It is necessary that we have the following information immediately:

A. Copies of the 1968 proposal or a synopsis of reorganization plan, including a description of the process or procedure for decentralization.

B. A decision on seduction of counties to make up priority groups A, B, C. Who is going to decide and when is that decision going to be made.

C. Who is going to make contact with persons to be trained (and when): informe them of the nature of training, the schedule and impress on them the need for attendance.

CPW

D. Since we agreed to provide training for 500 persons, we should have a list of names, addresses, and job catagories.

E. Can we have access to key CDGM personnel to act as resource persons? It is my feeling that Ed Cole should have high visibility in the training exercise; it would provide vlauable exposure for him and he could also act as liason between CDGM and MACE.

In regard to CDGM payment to MACE, we would like the following payment schedule implemented:

After completion of each training phase (that is, when we finish training for the first group) we receive from CDGM one third payment towards the full contract. CDGM would make the final one third payment after completion of the full program and after receiving an evaluation report from MACE.

As soon as we receive the above information, we will forward to you a time schedule. If immediate attention is given to this, we can begin the training program before the end of the month.

cc

Reginald Robinson
Ed Cole
Trevor Walker
David Rice
Pearl Draine

file copy

SCHOLARSHIP,
EDUCATION AND
DEFENSE
FUND FOR
RACIAL EQUALITY inc.
150 NASSAU STREET
NEW YORK, N.Y. 10038
TELEPHONE 964-8210

**To:** Mr. Edward Cole
Director, Leadership Training
Child Development Group of Mississippi
230 West Capitol Street, Jackson, Mississippi 39201

November 24, 1967

**From:** Ronnie M. Moore
Director, Leadership Development - SEDFRE

**Subject:** Consultant Services - September 13 through September 21, 1967

My activities during this period included:

1. Consultation with the CDGM Training Director and Assistant Social Services Coordinator on techniques and methods of training community program workers, area staff members and elected community representatives of CDGM.
2. Conducting the religious session outlined by Miss Myrtle G. Glascoe in the community program workers training course.
3. Assisting in the planning and conducting of a weekend workshop for area council representatives, area staff and community committeemen of Sharkey and Essequena Counties.
4. Assisting in the planning of the CDGM crash training program which is to commence November 27, 1967.

Unfortunately, CDGM at this moment, is faced with the challenge of training elected community representatives in these counties within a period of twenty (20) days. Whereas SEDFRE will be the consultant agency to the CDGM training team, consisting of community program workers, the assistant social service coordinator, and others selected by Mr. Cole, it seems to me that all persons involved must recognize the practical impediments of the endeavor.

A schedule of training activities and a course outline for the twenty day period is being prepared by SEDFRE and will be made available to CDGM the week of November 27.

Consultant services during the period of September 12 through 28 were provided by SEDFRE Staff Associate, Mr. Spiver W. Gordon. His report is attached. Other attachments are self-explanatory.

RMM:at
Attachments

■ *president;* Andrew E. Norman ■ *vice presidents;* William S. Ellis, Nannette Sachs ■ *secretary;* Ezra Levin ■ *treasurer;* Shelley Appleton ■ *executive director;* Marvin Rich ■ *leadership development director;* Ronnie M. Moore ■ *legal director;* Carl Rachlin ■ *BOARD OF DIRECTORS;* Nils R. Douglas, *chairman* ■ Robert Ausnit ■ James Baldwin ■ Katrina McCormick Barnes ■ Canon James P. Breeden ■ Robert Curvin ■ Charlotte Devree ■ Robert F. Drinan, S. J. ■ John Henry Faulk ■ Michael O. Finkelstein ■ Doris Freedman ■ Dr. Edward L. Gibson ■ James T. Harris ■ Claude Heckscher ■ Norman Hill ■ Clarence B. Jones ■ Dr. Archie Lacey ■ Joann List Levinson ■ Leon Modeste ■ Henry Morgenthau, III ■ Dr. William Stuart Nelson ■ Richard J.

SEDFRE

To: Ronnie M. Moore September 28, 1967

From: Spiver W. Gordon

Re: Report of Field Activities in State of Mississippi

This report will attempt to focus upon field activities of staff worker Spiver Gordon while assigned in the State of Mississippi with the Child Development Group of Mississippi. This report will cover activities from September 11, 1967 - September 28, 1967.

After two days of familiarizing myself with the rules and guidelines of C.D.G.M., and doing some extended discussion with Mr. Ed Cole, Director of Leadership Training and Mrs. Annie Devine, his assistant, I was ready to go into the field.

The first task of Mrs. Devine and I was to go into Jones County and talk with the Area Council Members, Area Community Committees and the Area Staff, in order to determine their training needs. It is hoped that after these needs have been found and training has been conducted this group will be able to be decentralized by October 1, 1967.

My first four days in Jones County was spent talking to Area Council Members. There had been a lot of talk in the Jackson office about the need to decentralize the communities as soon as possible; however, on the field it was another story. Of the twenty (20) Area Council Members interviewed only nine (9) had heard of the word, let alone what it meant. This, of course, did not dampen their desire to govern themselves. It should be pointed out, however, that all but two of the Council Members expressed a need for extensive training before they assume complete control of their area C.D.G.M. board. Mr. Knight felt that his community would never be ready for this sort of thing. Mr. McCullen concurred.

On page 2, I outlined the complaints as received from Council Members, at this point I attempted to outline some of the problem areas as I talked with each member along:

1. Most Members showed a tremendous fear of power.
2. Hesitant about making descisons.
3. Frighten to death of Leadership.
4. Not willing to open up.
5. Tremendous hang-up on Robert Rules Of Orders.
6. Very insecure about their grammer and how other see them.
7. Not willing to trust each other.
8. Some members very insecure about acting along.
9. A tremendous hositle toward Central Staff, however not willing to break away from them yet.
10. Some members very hositle toward Rev. McRee, for interfering in their affairs.
11. Not satisfiedd with Area Staff work, but refuse to discss same.

When the question of what do you see CDGM's role in your community as we got the following comments;-

1. A Headstart Programe to help litthe children and their parent improve themselves.
2. An organization to replace the Civil Rights Organizations.
3. An organization that should get involved with all area of community work, ie, Welfare, VoterRegisteration, Equal Job opporunities and Political Action.
4. An organization that should not get involved in Political Action.
5. An organization that should deal with Poverty areas only.

6. Help us get training so we can get a good job when the program end.

7. Bring us closer togeather.

8. Get us out of poverty and into good jobs.

9. Teach us how to properly raise our children.

Perhaps it should have been pointed earlier the fact that of all the Area Council Member interviewed not any expressed a need for the use of Power, Leadership and Control. An example of this is Mrs. Harper, a public school teacher in Laurel, Mississippi, who refuse to discuss the idea of her pocessing power. She said, " I am not interested in discussing this business of power."

On September 20, 1967, I attended an Area Council Meeting in Laurel, Mississippi, in Jones County, to observe and see if I could get a feelig of what is going in Council meetings.

The meeting was scheduled to begin at 6 P.M., however it finally at 7:30 P.M, with five of the 20 Council present. The Chairman, Rev. Mays, decided not to begin the meeting until more members arrived. Rev. Collins, chairman of the Employment Committee, who had conducted a meeting of his committee perior to the regular Area Council meeting presented a letter of several charged of misuse of funds by a center director in one of the Headstart centers. It seems that a Center Director had refused to substract a days wark from an employee who was on sick leave, instead he paid her and then demanded a part of the money. Rev. Collin, explained that he had heard this from the employee's mother who called him and expressed her concern. He asked the Area to conduct an invigestion into the matter, because at a meeting the night before the local community had bben unable to deal with the problem. Rey. Hays, stated that a quorum was not present and the the Council could not take any action at that point. Rev. Collins, insisted that the Council only look into the matter and take action later. Rev. Mays, replied that these charges were heresay and had to be checked and the Council should not get into heresay matters. Rev. Collins became very angry at this point and repeated his request for an invegestion. Members of the audience by now were whispering that something had to be done and the Area Council should act. Other members had come in by now. Rev. Collins, got so upset thate he left the meeting in a huff. The other members sat without saying a word. Finally Rev. Mays asked me to help them settle the matter, I of course refuse, saying it was a matter for the Membersof the Concil andpeople present to settle. Rev. Mays, then made a long speech about how important it was for the people to stick togeater and not cause a big distrubance over some heresay charges. Mrs. Brooks, an area teacher guide, rose and ask Rev. Mays if he had received her letter along with a signed statement that the charges Rev. collins had made were true.

Rev. Mays, admitted that he had received such a letter and again repeted his plea for peace and togeatherness. Mrs. Gore, a community program worker rose and told the group that she had heard of the charges concerning the center and had an invigestion and had gotten signed statement from the employee, her mother and other employees in the center that the charges aganist the center director were true. At this point a member of the council asked to head a team to look into the matter. The team was chesen, with Rev,Mays, serving as chairman, a lot of people were upset about this, because they felt that Rev. Mays would whitewash the whole affair. The meeting was finally ended. The two most important observations I made about this meeting were: 1. Rev. Mays hang-up pn Robert Rules of Order,concernig the quorum bit and2. His refusal to reconize other members ablilty to help and his bag about keeping Peace and"Hamorney." It should be pointed out that the only Council Members who spoke out were those who supported Rev. Mays" point of view. In addition to completely running the meeting Rev. Mays came across to me as a teacher talking to students, at no time did any Council break in and intrupt Rev. Mays, as he went on and on making all the decisions as he prefaced all decisions with "If you all will give me permission to do this, without really allowing them to answer"., However I doubt very seriousely if any Member would really disagree. My evaluation of this meeting is that it was a complete mess.

In a meeting held in Jones County in the Area Staff's office I had an opportunity to talk with Mr. Robert Stenson, Area Adminstrative and was later joined by five other staff members. Mr. Stenson, pointed out the following training needs of the area council as he saw them: 1. Council Members need to learn to accept responsiblities, 2. Develop Leadership Techiques, 3. Learn to make descisions, 4. Learn to co-operate and cordinate their activity, and Establish a better relationship between staff and Area Council Members.

Mr. Stenson complained of most their inability to reach the poor people. He attributed this to poor trained staff, uncooperative Area Council Members, and his inability to decide what was most important CDGM's business forms or the people. He feels very strongly that the realationship of staff and Area Council Members is so bad that if they would decentralize today eight of the ten staff members would be fired outright.

We shifted our attention to the other staff members present and got the folloing comments and responses as to why the Area Council has failed in Jones County:

1. General misunderstandiinga among Area Council Members/
2. Most Area Council Members are too old and absent minded.
3. Area Council Members don't have a feelings for the needs of the poor.

4. Too many ministers and smooth talkers.

5. They need extensive training.

6. The Area Council has an inferiority compl

7. Refuse to accept staff's suggestions.

8. The Area Council creates more problems then it solves.

9. The Area Council refuses to accept and deal with problems, unless forced. They are only interested in "Peace and Orderness."

10. The Council lacks foresight, intelligence, honesty and a sense of responsibility.

11. The Area Council should be immediately reorganized.

In a meeting September 22, 1967, of Community Program Workers, I was invited, along with Mrs. Devine of the Leadership Training Department, to sit in on the meeting. I sat in the meeting for about three minutes and began to feel very uncomfortable at what was happening. Mr. Reggie Robinson, of the Social Service Department, was conducting a workshop on the structure of CDGM and how it relates to the local communities. What disturbed me was the way he was coming across. I am sure he was coming across to others in the room the same way he was coming across to me. Finally, the discussion was shifted to a question answer sort of thing. Mr. Alexander, who had been in one of our Sensitivity Training Sessions, remarked, "I don't like the way you are talking to me, I think you are trying to make a fool of me by asking me those questions." At this point Mrs. Devine pitched in, "I agree, I don't think you should let Reggie ask you questions in that fashion." Mr. Robinson then realized how he was coming across to his employees all these months. I, at that point, tried to focus upon what was bothering Mr. Alexander and to put things in perspective. I raised the point that Mr. Alexander was not necessarily disturbed about the questions asked by Reggie, but by the forceful way he was asking them; sort of demanding an answer and not really giving him an opportunity to answer before he was aksing another question. I think what upset the group the most was the forceful and driving way he was coming across. I think it can be summarized by saying that Reggie was coming across like a teacher to her first class students or the first sargent to a private.

In an attempt to pull from staff members their faults at greater length, a meeting was called on September 26, 1967, with all area staff present. The staff members present listed the following as their training needs: 1. Leadership techniques, 2. Community organization, 3. How to reach the masses, i.e., teachers, preachers and middle class.

The last few days before September 28, I spent in consultation with Ed Cole, discussing the problems he encounters in running leadership development workshops in the C.D.G.M. counties.

## Recommendations

1. Decentralization without intensive leadership training is impractical and therefore no area should be decentralized until the policy makers and the staff of that area, have received training which addresses itself to understanding community problems, the mission of C.D.G.M. and a development of leadership skills.

2. C.D.G.M. should adopt the following training design:

   a. Night classes and weekend workshops for each county.

   b. Hiring of training consultants to work with community program workers and central training staff on how to use laboratory and lecture training methods.

   c. Whereas the crash training program is not the best, the pressure of time makes it imperative for C.D.G.M.

Spiver W. Gordon

SWG:at

TO: COMMUNITY PROGRAM WORKERS November 16, 1967

FROM: Myrtle G. Glascoe

RE: RELIGION SESSION II OF CPW TRAINING COURSE

## GENERAL FORMAT

**FRIDAY**

| | |
|---|---|
| 10:00 - 11:15 | Problem Analyses |
| 11:15 - 12:00 | Summary |
| 12:00 - 1:30 | Lunch |
| 1:30 - 2:30 | Strategy Planning |
| 2:30 - 2:45 | Summary |
| 2:45 - 3:05 | Group Observing Group |
| 3:05 - 3:25 | Group Observing Group |
| 3:25 - 4:15 | Review of Observations |
| 4:15 - 4:30 | Summary |

## OBSERVING GROUP

1. How well do they analyze their religious concepts and attitudes?

2. Is there a working base in the group? If so how do you use it?

Participating Group: The autobiographical Profile may aid you in dealing with these questions.

1. Did you come from a religious family?

2. How do you feel about God, the Bible, and the Church?

| | CHRISTIAN RELIGION | CONDITIONS OF BLACK PEOPLE | BLACK CHURCH | BLACK MINISTER |
|---|---|---|---|---|
| PROBLEM ANALYSIS | | | | |
| SOLUTION AND STRATEGY | | | | |

TITLE: COMMUNITY ACTION PLANNING

SPONSORED BY: CHILD DEVELOPMENT GROUP OF MISSISSIPPI
800 VINCENT BUILDING
JACKSON, MISSISSIPPI (601) 948-7390

SCHOLARSHIP, EDUCATION AND DEFENSE FUND
FOR RACIAL EQUALITY, INC.
150 NASSAU STREET
NEW YORK CITY, NEW YORK 10038

PARTICIPANTS: AREA COUNCIL REPRESENTATIVES, COMMUNITY COMMITTEEMEN, AND AREA STAFF OF SHARKEY AND ISSAQUENA COUNTIES

PLACE: SHARKEY & ISSAQUENA COUNTIES
AREA OFFICE
ROLLING FORK, MISSISSIPPI

DATE: NOVEMBER 17-19, 1967

TRAINING ASSOCIATES: MR. EDWARD L. COLE, DIRECTOR
LEADERSHIP TRAINING (CDGM)

MR. RONNIE MOORE, DIRECTOR
LEADERSHIP TRAINING (SEDFRE)

MRS. ANNIE DEVINE
SPECIAL ASSISTANT (CDGM)

| | | |
|---|---|---|
| FRIDAY | | |
| | 8:00 - 10:00 | - Film: NO ONE TO HELP US A documentary of welfare recipients in Newark, N. J. organizing to help themselves. Buying clubs are formed in an attempt to develop economic power.<br>GROUP DISCUSSION: What Does Self-Help Mean?<br>How Does Self-help relate To Poverty, politics and Economics? |
| SATURDAY | | |
| | 9:00 - 10:00 | LECTURE - PROBLEM ANALYSIS |
| | 10:00 - 12:00 | TRAINING EXERCISE<br>- ANALYSE CDGM - |
| | 12:00 - 1:30 | LUNCH |
| | 1:30 - 2:30 | REVIEW OF THE ANALYSIS |
| | 2:30 - 3:15 | LECTURE - STRATEGY PLANNING |
| | 3:15 - 5:00 | DEVELOP A STRATEGY TO CHANGE CDGM |
| | 5:00 - 6:30 | DINNER |
| | 6:30 - 7:30 | REVIEW OF STRATEGY |
| | 7:30 - 9:30 | LECTURE AND ROLE PLAYING<br>CONDUCTING BUSINESS MEETINGS<br>COMMITTEE MEETINGS<br>- Personnel<br>- Program<br>- Finance |
| SUNDAY | | |
| | 9:00 - 12:00 | COMMUNITY ACTION BOARDS |

# GROUP TASK

for

# COMMUNITY PROBLEM ANALYSIS AND STRATEGY PLANNING

Scholarship, Education and Defense Fund for Racial Equality, Inc.
150 Nassau Street - Room 1030, New York, New York 10038
October 20, 1967

# ANALYZING A COMMUNITY PROBLEM

1. What does the problem seem to be?
    - Who is affected by the problem and how?
    - What are your feelings about the problem?
2. How do you know there is a problem?
    - Who does what?
    - What seems to happen?
3. Where do you fit into the problem?
    - How are you involved? With whom?
    - Who supports what you are trying to do, and why do they support you?
    - Who opposes you and why?

10/20/67

## STRATEGY ALTERNATIVES

1. State the problem.

2. What have you tried to do about it? List as many things you have tried to do as you can.

   - What happened?

3. What would you like to do about the problem? List as many things as possible.

   - What might happen?

4. Choose the most promising thing and describe in detail what you would do.

10/20/67

# INVOICE

To: Child Development Group of Mississippi
Vincent Building - 230 West Capitol Street
Jackson, Mississippi 39201

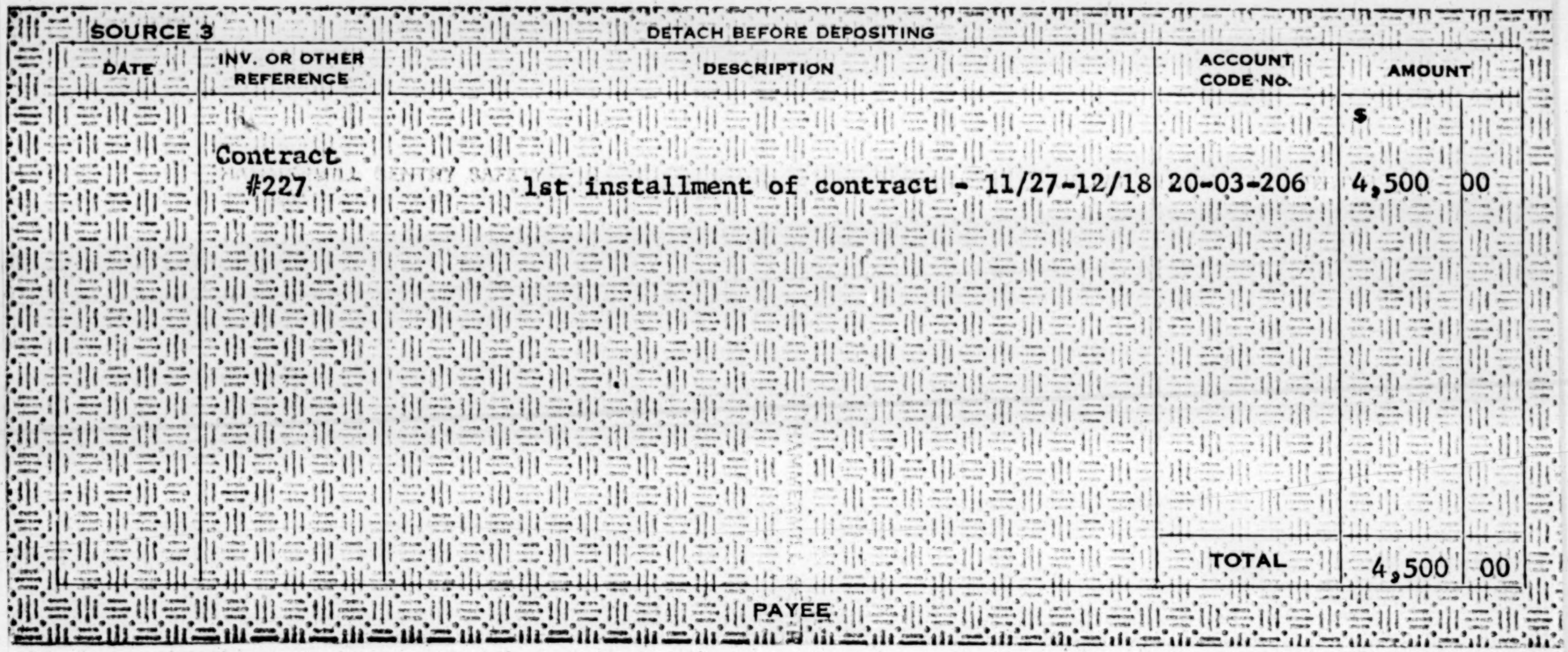
November 27, 1967

First installment of contract due and payable immediately as per agreement of November 20, 1967 $4,500.00

COPY

CHECK FROM CHILD DEVELOPMENT GROUP OF MISSISSIPPI

RECEIVED DECEMBER 18, 1967



SOURCE 3

DETACH BEFORE DEPOSITING

| DATE | INV. OR OTHER REFERENCE | DESCRIPTION | ACCOUNT CODE No. | AMOUNT | |
|---|---|---|---|---|---|
| | Contract #227 | 1st installment of contract - 11/27-12/18 | 20-03-206 | $ 4,500 | 00 |
| | | | TOTAL | 4,500 | 00 |

PAYEE

January 9, 1968

Mr. Edward Cole
Director, Leadership Training
Child Development Group of Mississippi
230 West Capitol Street
Jackson, Mississippi 39201

Dear Ed:

Enclosed is SEDFRE's final report on the contract with CDGM, covering the period of November 27 through December 18, 1967. Also enclosed are three (3) invoices with attached receipts covering consulting services, travel expenses and charges for use of the video tape equipment.

This is being sent air mail, special delivery, return receipt requested. If there are any questions, please let me know.

Sincerely,

Ronnie M. Moore
Director, Leadership Development

RMM:at
Encs. - 4

# INVOICE

To: Child Development Group of Mississippi
230 West Capitol Street
Jackson, Mississippi 39201

January 2, 1968

Travel Expenses for Messrs. Moore, Smith, Gordon, McCain, Rich, Reverend McKnight and Miss Graves for periods covering November 27 through December 18, 1967

Mr. Moore - Trip #1

| | |
|---|---|
| Taxi from East Orange, N.J. residence to Newark Airport | $ 6.00 |
| Plane fare from Newark to Jackson | 82.64 |
| Taxi from airport to hotel | 4.25 |
| Taxi from hotel to airport | 4.25 |
| Plane fare from Jackson to New York (JFK Airport) | 69.00 |
| Limosine from airport to residence (JFK Airport to Newark Airport, Newark to E. Orange res.) | 18.00 |

Trip #2

| | |
|---|---|
| Taxi from East Orange, N.J. residence to Newark Airport | 6.00 |
| Plane fare from Newark to Jackson | 78.75 |
| Taxi from airport to hotel | 4.25 |
| Taxi from hotel to airport | 4.25 |
| Plane fare from Jackson to Newark Airport | 90.67 |
| Taxi from airport to East Orange, N.J. residence | 6.00 |

Trip #3

| | |
|---|---|
| Helicopter from NYC office to JFK Airport | 10.50 |
| Plane fare from airport to Jackson | 75.62 |
| Taxi from airport to hotel | 4.25 |
| Taxi from hotel to airport | 4.25 |
| Plane fare from Jackson to JFK Airport | 75.62 |
| Limosine from airport to East Orange, N.J. residence (same as above) | 18.00 |

Mr. Smith

| | |
|---|---|
| Taxi from New York residence to La Guardia Airport | 6.00 |
| Plane fare from airport to Jackson | 72.45 |
| Taxi from airport to hotel | 4.25 |
| Taxi from hotel to airport | 4.25 |
| Plane fare from Jackson to JFK Airport | 65.57 |
| Taxi from airport to NYC office | 8.00 |

| | |
|---|---|
| **Mr. Gordon** | |
| Taxi from Tallahassee, Fla. residence to airport | $ 6.00 |
| Plane fare from Tallahassee to Atlanta | 21.84 |
| Plane fare from Atlanta to Jackson | 30.50 |
| Taxi from airport to hotel | 4.25 |
| Taxi from hotel to airport | 4.25 |
| Plane fare from Jackson to Tallahassee Airport | 51.88 |
| Taxi from airport to Tallahassee residence | 6.00 |
| **Reverend A. J. McKnight** | |
| Mileage - one way from Jackson, Miss. to Lafayette, La. 275 miles at 8¢/mile | 22.00 |
| **James T. McCain** | |
| Mileage - round trip, Plaquemine, La. to Jackson and return 500 miles at 8¢/mile | 40.00 |
| **Mr. Rich** | |
| Taxi from New York Office to LaGuardia Airport | 5.00 |
| Plane fare, round trip, to Jackson, Miss. and return | 170.00 |
| Taxi from airport to Queens residence | 2.00 |
| **Miss Graves** | |
| Taxi from Newark, N.J. residence to Newark Airport | 3.00 |
| Plane fare from airport to Jackson | 75.52 |
| Taxi from airport to hotel | 4.25 |
| Taxi from hotel to airport | 4.25 |
| Plane fare from Jackson to JFK Airport | 72.45 |
| Limosine from airport to Newark, N.J. residence | 15.00 |
| Total - | $1,261.01 |

Pd. 1/22/68
Ck. #9501
($3,682.21)

# INVOICE

To: Child Development Group of Mississippi
230 West Capitol Street
Jackson, Mississippi 39201

January 2, 1968

| | |
|---|---|
| **November 27, 1967 through December 18, 1967** | |
| 2 Consultants (Henry G. Smith, Jr. and Spiver W. Gordon) for 22 days each totaling 44 days at $75/day | $3,300.00 |
| **November 27 - 30, December 8 - 10, December 15 - 17, 1967** | |
| 1 Consultant (Ronnie M. Moore) for ten days at $100/day | 1,000.00 |
| **December 8 - 10, December 15 - 17, 1967** | |
| 4 Consultants (Marvin Rich, Rev. McKnight, James McCain, Hattie Graves - Hattie Graves assisted by Gladys Smith) for three (3) days each totaling 12 days at $100/day | 1,200.00 |
| Per diem charge for 66 consultant days at $12/diem | 792.00 |
| | $6,292.00 |
| Administrative charge - 10% | 629.20 |
| | $6,921.20 |
| Less first installment paid on contract of 11/27 - 12/18/67 | 4,500.00 |
| Balance due | $2,421.20 |

Pd. 1/22/68
ck #9501
(3,682.21)

# INVOICE

To: Child Development Group of Mississippi
230 West Capitol Street
Jackson, Mississippi 39201

January 2, 1968

## Charges for Audio Visual Equipment (Video Tape)

| | | |
|---|---|---|
| Equipment rental for six (6) days at $25/day | | $150.00 |
| Packing and delivery (Cargo Packers, Inc.) | | 93.00 |
| Air Freight to Jackson | | 74.90 |
| Air Freight to New York City (from Jackson) | | 65.40 |
| C.O.D. Air Express for film, "Nothing But A Man" | | 6.68 |
| | Total | $389.98 |

Jackson, | Jackson | E

Consignee
Child Devlp. Gp. of Miss
%Mr.R.Robinson,Dir Soc.Serv.Dept.

Street Address
205 Capitol St.(Vincent Bldg)
Jackson,Miss.39213

Declared Value $150.00

Date Shipped 12 7 1967

Hour A.M. P.M.

Forwarding Office: Chicago, Ill.

Code No. 12143 | 1st Arpt. | RZ No. 173

Pieces | Article | Nature of Contents

Actual Weight 16

SCALE NOS. Air | Rail | Orig. | Dest.

Dimensional Weight

Priced by

Dimensions

1/case 16mm safety film

Shipper: Film Center,Inc.

Class: Rail | Air

Paid in Part

Address of Shipper or Actual Point of Origin: 20 E.Huron St.,Chgo,Ill.

Destination Office Copy
Collect
Air Express

| RAIL CHARGES | AIR CHARGES |
|---|---|
| Advances | Advances |
| Value Charge To Airport | Air Value Charge |
| Rail Exp. Chgs. To Airport | Air Express Charges |
| Value Charge From Airport | Total Air Charges |
| Rail Exp. and Other Chgs. From Airport | Total Rail and Air |
| Total Rail Charges | Other Charges |
| | C. O. D. |
| | C. O. D. Service Charges |
| | Total to Collect 6 58 |

AIR EXPRESS

[n.d.]

CHILD DEVELOPMENT GROUP OF MISSISSIPPI
800 Vincent Building
Jackson, Mississippi

To: Rev. C.D. Joseph

From: Myrtle G. Glascoe

Re: Consultant services to be rendered to the Community Program Workers Training Course

## Outline of the Religion Section of the Course

1. Religion, The Major Institution in the Negro Community
   a. the deveopment of Negro religion in Mississippi--- the southern Negro Baptist church.
   b. Negro religion and poverty.

## Notes From a CPW Workshop on Religion

1. When you realize the conditions of the black man, Muhammad's teachings begin to make more sense.

2. Religion: what it has done to us and for us vs. what it could have done for us.
3. Bible or Money

4. Nothing is wrong with Religion.

5. Religion is very touchy.

6. This country was built on a religious foundation.

7. People don't know any more than they are taught.

8. The bible is an economic book to control the Black man.

9. Christianity--- does it meet the Black peoples' needs?

10. Relationship between Religion and Politics-- how to control the church.

11. Influence of Religion on Law making.

12. Ways religion and the church can be used to benefit the people

13. Use of Christianity in USA as it relates to conditions of poverty.

14. History of religion among the black people in America.

15. Religion has taught us to accept White Supremacy-- how?
16. Religion helps keep black people poor--- how?

# Autobiographical Profile Outline for Religion

I. Give a historical picture of your family's religious life?

  a. what denomination were they, are they now, are you?

  b. if your denomination is different tell why and how it happened.

  c. if you come from a minister's family take some time and tell us in detail how you felt about it and how it affects or affected your life. If you do not go to church anymore, tell about that and how it came to be.

  d. if you are married, tell about your husband's religion and how it has affected you and the religion of your children.

  d. tell about your family's place in the religious life of your community-- your immediate family and the family that you grew up in.

II. Your Religious Beliefs and Practices

  a. what denomination you are, how regularly you attend church, the place religion has in your life now--- what you look to religion for--- what you teach you children about religion?

  b. the part you feel religion should play in the life of the community and how the church can help to make this possible?

III. Your Church in Your Community

  a. how do the activities of your church help the Negro community to get better? If it does not, explain.

  b. Does your church work with CDGM? If it has never worked with the Movement how do you feel about that and what can you and the other members do together to change the work of your church. Give a plan for doing this.

  c. Is your church involved in statewide community work-- tell how, evaluate and make suggestions for making it better

SEDFRE December 6, 1967 - RMM

## NOTES FOR FILE

LECTURE ON RELIGION - (given at CDGM Training Session, November, 1967) ?

1. God's law on birth control.
   - Genesis 1:22

2. Biblical views of "Blackness."
   - Job 30:29, 30
   - Jeremiah 8:20, 21
   - Revelation 6:12

3. Acceptable Servitude-Acts 10:7
   - Colossians 3:22, 23, 4:1
   - Epiphany 6:5

4. Money and Riches
   - Acts 4:37
   - Mark 6:8
   - Luke 12:16 - 24
   - Mathew 19:23, 24
   - Luke 16:19 - 25

5. Peacemakers
   - Mathew 5:9

6. Persecutions
   - Mathew 5:10, 11

TITLE: COMMUNITY PROGRAM DEVELOPMENT AND DECENTRALIZATION

SPONSORED BY:
CHILD DEVELOPMENT GROUP OF MISSISSIPPI
800 Vincent Building
Jackson, Mississippi (601) 948-7390

Scholarship, Education and Defense Fund
for Racial Equality
150 Nassau Street
New York, New York

PARTICIPANTS: Area Council Members, Community Committeemen, ~~Members,~~ and Area Staff of Sharkey & Issaquena Counties

PLACE: In process _

DATES: September 29 - October 1, 1967

TRAINING ASSOCIATES:
Mr. Edward L. Cole, Director
Leadership Training (CDGM)
Mr. Ronnie Moore, Director
Leadership Training (SEDFRE)

FRIDAY NIGHT

| | |
|---|---|
| 8:00 - 10:30 | Developing a Comprehensive Community Program<br>- Objectives -<br>- Scope and Depth -<br>- Contents of a Proposal -<br>- How to Prepare Budget -<br><br>Brief View of the Economic Opportunity Act of 1964<br>- Title I - Youth Programs<br>- Title II - Urban and Rural Community Action Programs<br>- Title III - Special Programs to Combat Poverty in Rural Areas<br>- Title IV - Employment and Investment Incentives<br>- Title V - Work-Experience Program |

SATURDAY

| | |
|---|---|
| 8:00 - 9:00 | BREAKFAST |
| 9:00 - 10:30 | The Present Structure of CDGM in Sharkey County<br>- Goals of CDGM in Community Development |
| 10:30 - 12:30 | The Structure of the Area Council in Issaquena & Sharkey Counties<br>- Officers -<br>- Committees -<br>Lecture & Role Playing on Conducting Business<br>- Order of Business -<br>- Parliamentary Procedure - |
| 12:30 - 1:30 | LUNCH |
| 1:30 - 5:30 | Lecture & Role Playing<br>Proposed Responsibilities under Decentralization |
| 5:30 - 6:00 | BREAK |
| 6:00 - 7:30 | DINNER |
| 7:30 - 8:30 | Address by Executive Director of CDGM |
| 8:30 - 9:30 | General Problem Session |

SUNDAY

| | |
|---|---|
| 8:00 - 9:00 | BREAKFAST |
| 9:00 - 11:00 | What Happens if CDGM is not Refunded after December 31, 1967 |

CDGM - 1967

## COMMUNITY PROGRAM WORKERS TRAINING COURSE

### (TIME SCHEDULE)

Friday, November 17 ......................RELIGION SESSION NO. 2
(Ronnie Moore)

Friday, November 24.....................CDGM STAFF HOLIDAY

Friday, Saturday, & Sunday,
December 1, 2, & 3......................NEGRO HISTORY WORKSHOP AT
GULFSIDE METHODIST ASSEMBLY,
WAVELAND, MISSISSIPPI

Friday, December 8......................ECONOMIC SESSION NO. 1

Friday, December 15.....................ECONOMIC SESSION NO. 2

Tuesday, December 19, Wednesday,
December 20, & Thursday,
December 21.............................SOCIAL ACTION WORKSHOP TO
BE HELD AT ROSEHILL
EPISCOPAL CENTER, CANTON,
MISSISSIPPI

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## TRAINING COURSE CURRICULUM OUTLINE

A. Religion

1. Formal Sessions
    a. Charles D. Joseph & Ronnie Moore

2. Informal Sessions
    a. Religion Problem Analysis and Strategy Planning Workshop on Friday, November 17

B. Negro History

1. Formal Sessions
    a. Arrangements are being made for Mrs. Oretha Castle Haley to serve as the main consultant for the Negro History Workshop. Mrs. Margaret Walker Alexander author of Jubilee has expressed interest in participating also. I am still working on the instructors and consultants for the Negro History Workshop.

2. Informal Sessions
    a. The CPW course committee decided that we will travel to Columbia, Mississippi to have our session with Mr. Sylvester McGhee. Reg has to get this approved since Mr. McGhee does not live in a CDGM county.
    b. Joe Morse is working on the possibility of having an old white man to attend a session with us.
    c. I am arranging to get copies of the play In A White America so that CPWs can dramatize it.
    d. All CPWs will be assigned to bring in at least one report on an outstanding Negro person.
    e. Field trips--? Do people have ideas about trips we can or should take?

C. Economics

1. Formal Sessions
    a. We are still looking for instructors and consultants in this area. The CPW course committee is trying to make arrangements with Jesse Morris to work with us on coops.

2. Informal Sessions
    a. Six people, members of coops, are being asked to serve as a panel to tell us about their experiences with coops.

D. Social Action in the Negro Community

1. Formal Sessions
    a. I am working to find consultants and instructors in rural and urban organizing. We have nothing definite yet.

2. Informal Sessions
    a. A team of community leaders and community people will be asked to serve as consultants to us for the Social Action Workshop for problem analysis and strategy planning for social action.

E. Other Learning Experiences for our Course

1. Cultural workshop -- we are working to set up some kind of cultural workshop as part of our course. We need your suggestions and ideas.

2. Do you have suggestions and ideas for other experiences that will help us learn the material we have outlined for study in the CPW course.

TO: Community Program Workers Training Course Outline

A. Religion, A Major Institution in the Negro Community

- I. The development of Negro Religion in Mississippi
  - (a) the Southern Negro Baptist Church
  - (b) other religions in the Negro community
- II. Negro religion and poverty.

B. Social Action in the Negro Community

- I. Ways people work together to improve their communities.
  - (a) Social Action projects in Mississippi-projects in CDGM Counties and their progress.
  - (b) Social action projects and their affect upon the white power structure.
  - (c) Techniques for bringing people together to encourage social action for socialchange in Mississippi.
- II. Ways people have used to organize to get what they need
  - (a) Our democratic way of life-(principles of parliamentary procedures)
  - (b) Other forms of government-nationalism, communism, colonialism, facism-their affect on the lives of poor people.
  - (c) Social movements in the United States-labor movement, Civil Right, the depression and new deal, peace movement, human rights, etc.-their accomplishments and failures.

C. Economics

- I. The part Negroes have played in the Economic Development of the U.S.
  - (a) Agriculture, Industry and Negro business
- II. A General Picture of the U.S. Economy
  - (a) The big industrial empires that control the American economy.
  - (b) How the U.S. Economy is strengthened by its foreign investments.

III. Ways poor people can work together to develop economically
    (a) The co-operatives-Credit Unions, Self-Help Housing, Buying Clubs, etc.
    (b) Use of federal funds-small business loans, F.H.A., etc.

D. Negro History

I. History of the Negro in Mississippi

II. The Reconstruction Period

III. The Institution of Slavery
    (a) African slavery in different places-North and South American, the British, French and Dutch, Spanish and Danish possessions.

    (b) Habits, attitudes and ways of life in slavery-how these practices have affected and continue to affect American Negro life.

# HUMAN RELATIONS LABORATORY

TITLE: GROUP DYNAMICS AND SELF AWARENESS

SPONSORED BY:
Scholarship, Education and Defense Fund for
Racial Equality, Inc.
150 Nassau Street, Room 1030
New York, New York 10038

PARTICIPANTS: Staff and Elected Community Representatives of the Child Development Group of Mississippi

PLACE:
Tougaloo College
Tougaloo, Mississippi

DATE: August 4-6, 1967

Human Relations Laboratory
August 4-6, 1967

| | |
|---|---|
| Friday<br>7:30 - 8:30 p.m. | Introduction to the Processes of Inquiry, Exploration and Experimentation of Relationships<br>(WHY ARE WE HERE)<br>Fishbowl - Guidelines for Developing Relationships |
| 8:30 - 9:30 p.m. | Community Self Development |
| 9:30 - 9:45 p.m. | Talk-Walk |
| 9:45 - 10:15 p.m. | Community Self Development |
| 10:15 - 10:30 | Formation of Trust Groups |
| 10:30 - | T-Group Session |
| Saturday<br>8:30 - 10:15 a.m. | T Group Session |
| 10:15 - 10:30 a.m. | Break |
| 10:30 - 12 noon | T Group Session |
| 1:30 - 3:00 p.m. | T Group Session |
| 3:00 - 3:30 p.m. | Talk-Walk |
| 3:30 - 5 p.m. | Community Self Development |
| 5 - 7 p.m. | Free Time |
| 7:00 - 8:30 | T-Group Session |
| 8:30 - | Community Self Development |

Sunday
9 a.m. - 12:00 Community Self Development

FINALE

Training Consultants:
- Shirley Lacy
- Francisco Lugovina
- Ronnie M. Moore

Title: GROUP DYNAMICS AND POLITICAL AWARENESS

Sponsored By:
CHILD DEVELOPMENT GROUP OF MISSISSIPPI
800 Vincent Building
Jackson, Mississippi (601) 948-7390

SCHOLARSHIP, EDUCATION AND DEFENSE FUND
FOR RACIAL EQUALITY, INC.
150 Nassau Street
New York City, New York 10038

Participants: Area Council Representatives, Community Committeemen, and Area Staff of Sharkey and Issaquena Counties

Place:
Holiday Inn
Vicksburg, Mississippi

Date: September 8-10, 1967

Training Associates:
Mr. Edward L. Cole, Director
Leadership Training (CDGM)

Mr. Ronnie Moore, Director
Leadership Training (SEDFRE)

## FRIDAY NIGHT

| | |
|---|---|
| 8:00 - 9:15 | Organizational Development<br>Step #1 Inclusion<br>Step #2 Communication and Group Discussions<br>Step #3 Control |
| 9:15 - 9:30 | Break |
| 9:30 -10:30 | Study Guide for Area Council Representatives |

## SATURDAY

| | |
|---|---|
| 8:00 - 9:00 | Breakfast |
| 9:00 -12:00 | Observing and Diagnosing Group Behavior<br>-NEEDS-<br>-RESOURCES-<br>-PLANNING-<br>-IMPLEMENTATION-<br>-EVALUATION- |
| 12:00 - 1:30 | Lunch |
| 1:30 - 3:00 | Stride Toward Freedom<br>SLAVERY AND EMANCIPATION<br>CITIZENSHIP<br>SUPREME COURT<br>Decision-May 17, 1954<br>Civil Rights Legislation<br>Protests and Politics<br>Analysis of the MARCH ON WASHINGTON |
| 3:00 - 3:30 | Break |
| 3:30 - 5:00 | POVERTY, POWER, AND POLITICS (Social Legislation)<br>FEDERAL WAR AGAINST POVERTY<br>PEOPLE'S WAR AGAINST POVERTY<br>HISTORY, MISSION, SUCCESS, AND FAILURE OF CDGM |
| 5:00 - 6:30 | Dinner |
| 6:30 - 9:30 | Back to Back Film Presentation<br>FILM: THE CORNER |

Film Presentation Cont'd.

An exploration of the problem of juvenile delinquency through an understanding of the way juvenile gang members understand themselves. A documentary filmed on the streets of Chicago at night, this film is intended to be a subjective statement in the words of members of a gang called "the Vice Lords", describing their world, codes of behavior and their attitudes.

FILM: RIGHT NOW

A story of the processes, people and problems of responsible Negroes in Savannah, Georgia, getting out of the vote before the 1964 elections which saw a million Negroes added to voter-registration polls in the south. This lesson in practical democracy shows the person-to-person way to go about voter education, demonstrating for people everywhere how non-voters can be moved out of their apathy into political actions as citizens.

Group discussion on how the films relate and differ.

SUNDAY

9:00 - 12:00 Community Problems
in Sharkey and Issaquena Counties

POLITICAL - BALLOT AND CITIZENSHIP EDUCATION
ECONOMIC - JOBS AND HOUSING
SOCIAL - WELFARE
EDUCATIONAL - SCHOOLS

TO: COMMUNITY PROGRAM WORKERS November 16, 1967

FROM: Myrtle G. Glascoe

RE: **RELIGION SESSION II OF CPW TRAINING COURSE**

## GENERAL FORMAT

**FRIDAY**

| | |
|---|---|
| 10:00 - 11:15 | Problem Analyses |
| 11:15 - 12:00 | Summary |
| 12:00 - 1:30 | Lunch |
| 1:30 - 2:30 | Strategy Planning |
| 2:30 - 2:45 | Summary |
| 2:45 - 3:05 | Group Observing Group |
| 3:05 - 3:25 | Group Observing Group |
| 3:25 - 4:15 | Review of Observations |
| 4:15 - 4:30 | Summary |

|  | [illegible] | CONDITIONS OF BLACK PEOPLE | BLACK CHURCH | BLACK MINISTER |
|---|---|---|---|---|
| **PROBLEM ANALYSIS** |  |  |  |  |
| **SOLUTION AND STRATEGY** |  |  |  |  |

## OBSERVING GROUP

1. How well do they analyze their religious concepts and attitudes?

2. Is there a working base in the group? If so how do you use it?

Participating Group: The autobiographical Profile may aid you in dealing with these questions.

1. Did you come from a religious family?

2. How do you feel about God, the Bible, and the Church?

| | |
|---|---|
| TITLE: | COMMUNITY ACTION PLANNING |
| SPONSORED BY: | CHILD DEVELOPMENT GROUP OF MISSISSIPPI<br>800 VINCENT BUILDING<br>JACKSON, MISSISSIPPI (601) 948-7390 |
| | SCHOLARSHIP, EDUCATION AND DEFENSE FUND<br>FOR RACIAL EQUALITY, INC.<br>150 NASSAU STREET<br>NEW YORK CITY, NEW YORK 10038 |
| PARTICIPANTS: | AREA COUNCIL REPRESENTATIVES, COMMUNITY COMMITTEEMEN, AND AREA STAFF OF SHARKEY AND ISSAQUENA COUNTIES |
| PLACE: | SHARKEY & ISSAQUENA COUNTIES<br>AREA OFFICE<br>ROLLING FORK, MISSISSIPPI |
| DATE: | NOVEMBER 17-19, 1967 |
| TRAINING ASSOCIATES: | MR. EDWARD L. COLE, DIRECTOR<br>LEADERSHIP TRAINING (CDGM) |
| | MR. RONNIE MOORE, DIRECTOR<br>LEADERSHIP TRAINING (SEDFRE) |
| | MRS. ANNIE DEVINE<br>SPECIAL ASSISTANT (CDGM) |

FRIDAY

8:00 - 10:00 - Film: NO ONE TO HELP US
A documentary of welfare recipients in Newark, N. J. organizing to help themselves. Buying clubs are formed in an attempt to develop economic power.

GROUP DISCUSSION: What Does Self-Help Mean?

How Does Self-help relate To Poverty, politics and Economics?

SATURDAY

9:00 - 10:00 LECTURE - PROBLEM ANALYSIS

10:00 - 12:00 TRAINING EXERCISE
- ANALYSE CDGM -

12:00 - 1:30 LUNCH

1:30 - 2:30 REVIEW OF THE ANALYSIS

2:30 - 3:15 LECTURE - STRATEGY PLANNING

3:15 - 5:00 DEVELOP A STRATEGY TO CHANGE CDGM

5:00 - 6:30 DINNER

6:30 - 7:30 REVIEW OF STRATEGY

7:30 - 9:30 LECTURE AND ROLE PLAYING

CONDUCTING BUSINESS MEETINGS

COMMITTEE MEETINGS
- Personnel
- Program
- Finance

SUNDAY

9:00 - 12:00 COMMUNITY ACTION BOARDS

[AGENDA - WORKSHOP #1]

TITLE: COMMUNITY LEADERSHIP DEVELOPMENT

SPONSORED BY:
CHILD DEVELOPMENT GROUP OF MISSISSIPPI
203 West Capitol Street (800 Vincent Building)
Jackson, Mississippi 39203
(601) 948-7390

SCHOLARSHIP, EDUCATION AND DEFENSE FUND
FOR RACIAL EQUALITY, INC.
150 Nassau Street
New York City, New York 10038
(201) 964-8210

PARTICIPANTS: AREA COUNCILMEN, COMMUNITY COMMITTEEMEN, AND SELECTED CITIZEN LEADERS FROM THE CDGM COUNTIES OF JONES, KEMPER, LEAKE, MADISON, NEWTON, AND RANKIN.

PLACE:
M. W. STRINGER GRAND LODGE, A. F. & A. M.
1072 Lynch Street
Jackson, Mississippi 39203
(601) 354-1403

DATE: DECEMBER 8 - 10, 1967

FRIDAY

| | | |
|---|---|---|
| 8:00 - 10:00 | | REGISTRATION |
| 9:30 - 10:00 | | GENERAL SESSION<br>"Why We Are Here"<br>Discussion by Participants Focusing Attention on their feeling why we are here.<br>Mr. Ed Cole<br>Director Leadership Training CDGM |
| 10:00 - 10:30 | | "Who Is Doing The Training"<br>Mr. Ronnie Moore, Director<br>Leadership Development, SEDFRE, Inc. |
| 10:30 - 11:00 | | What and How to Use Material provided.<br>Mr. Spiver Gordon<br>Mr. Henry G. Smith, Jr.<br>Staff Associates, SEDFRE, Inc. |

SATURDAY

| | | |
|---|---|---|
| 6:00 - 8:00 | | BREAKFAST |
| 7:00 - 8:00 | 6:30- | FILMS<br>"OMOWALE" Focuses on a Mississippi born Negro Novelist, John William, and his trip to Africa to explore his acestral roots. Studies relationship of the American Negro to Africa and Africans. |
| | 7:30 | "THE NEGRO AND THE SOUTH" Explores the term the Southern way of life to the Southern 11 million Negroes and 43 million whites. |

PLEASE SEE YOUR GROUP SCHEDULE (A, B, C, & D) FOR WORKSHOPS (#1, 2, 3, 4) TIME AND PLACE.

WORKSHOPS

FOUR GROUPS WILL ALTERNATE IN ATTENDING FOUR WORKSHOPS WHICH WILL RUN SIMULTANEOUSLY.

#1 Leadership Techniques

A. Goal Setting

B. Decision Making

C. Problem Solving

D. Strategy Planning

E. Policy Making

Resource Person: Mr. Ronnie Moore, Director
Leadership Development
SEDFRE, Inc.

#1 cont.

Discussion Leader: Mr. Sidney Alexander
Community Program Worker
CDGM

#2

### The Role of the Church today and Community Problems

1. What is the role of the Church to the community?
2. Should the Church deal with community problems as well as Church affairs?
3. Development of cooperatives and businesses
4. Federal Programs

Resource Person: Father A. J. McKnight
Parish Prist - LaFayette, Louisiana
Director, Southern Consumer Cooperative

Discussion Leaders: Mrs. Mamie Chinn
Mrs. Maycie Gore
Community Program Workers, CDGM

#3

### Community and Public Relations

1. Public Relations and Fund Raising
    - A. Publicity
    - B. Intergroup Work
    - C. Income
        1. Sources
        2. Ways of obtaining financial support

Resource Persons: Mr. Marvin Rich, Executive
Director SEDFRE, INC.

Discussion Leader: Mr. Ed Cole, Director
Leadership Training, CDGM

#4

### CDGM - How it Works

1. Role of CDGM Central Office
2. Role of elected community representatives
3. Problems confronting CDGM
4. CDGM's Program

Resource Persons: Rev. Charles Thomas
Director CDGM
Mr. Reginald Robinson
Associate Director Social Service, CDGM

Discussion Leaders: Miss Myrtle Glascoe
Assistant Director Social Action
Program, CDGM

8:00 - 9:30 FILM

"NOTHING BUT A MAN" A young railway worker gives up a good job to settle down and marry the preacher's daughter, a schoolteacher. His emotional adjustment of the age-old problem of earning a livelihood and supporting a family in peace and dignity becomes very difficult because the place is Alabama today and the man will not play the expected Negro role.

Discussion of Film

Discussion Leaders: Mr. Henry G. Smith, Jr.
Mr. Spiver Gordon
Staff Associates, SEDFRE, INC.

SUNDAY

6:00 - 8:00 BREAKFAST

7:00 - 8:00 FILMS

"OUR COUNTRY TOO" Examines the inner world of the American Negro - his values, attitudes and impression of life.

WORKSHOPS

8:00 - 10:30
&
10:30 - 1:00

TWO GROUPS WILL ALTERNATE IN ATTENDING TWO WORKSHOPS WHICH WILL RUN SIMULTANEOUSLY.

#1 The Anatomy of Citizenship Education Part I

The pamphlet "Political Strength and How to Get It" will be used as a guide by the resource person.

Resource Person: Mr. James T. McCain
Director of Citizenship
Education, SEDFRE, INC.

Discussion Leader: Mrs. Annie Devine
Assistant Director
Leadership Training, CDGM

#2 The Anatomony of Citizenship Education Part II

1. The Pamphlet "Political Strength and How to Get It" will be used as a guide by the Resource Person.

2. Participants will do Role-Playing when applicable.

Resource Person: Mr. Ronnie M. Moore, Director
Leadership Training, SEDFRE

Discussion Leader: Mr. Arthur Lee Jacob
Area Desk Administrator, CDGM

1:00 LUNCH

## GROUP A

| | |
|---|---|
| 8:00 - 10:30 | Leadership Techniques<br>AUDITORIUM |
| 10:30 - 1:00 | CDGM<br>CONFERENCE ROOM UPSTAIRS |
| 1:00 - 2:00 | Lunch |
| 2:00 - 4:30 | Community Public Relations<br>CAFETERIA |
| 4:30 - 7:00 | The Role of the Church today in the Community<br>BACK AUDITORIUM |
| 7:00 - 8:00 | Dinner |
| 8:00 | Film |

## GROUP B

| | |
|---|---|
| 8:00 - 10:30 | The Role of the Church today in the Community<br>BACK AUDITORIUM |
| 10:30 - 1:00 | Leadership Techniques<br>AUDITORIUM |
| 1:00 - 2:00 | Lunch |
| 2:00 - 4:30 | CDGM<br>CONFERENCE ROOM UPSTAIRS |
| 4:30 - 7:00 | Community Public Relations<br>CAFETERIA |
| 7:00 - 8:00 | Dinner |
| 8:00 | Film |

## GROUP C

| | |
|---|---|
| 8:00 - 10:30 | Community Public Relations<br>CAFETERIA |
| 10:30 - 1:00 | The Role of the Church today in the Community<br>BACK AUDITORIUM |
| 1:00 - 2:00 | Lunch |
| 2:00 - 4:30 | Leadership Techniques<br>AUDITORIUM |
| 4:30 - 7:00 | CDGM<br>CONFERENCE ROOM UPSTAIRS |
| 7:00 - 8:00 | Dinner |
| 8:00 | Film |

## GROUP D

| | |
|---|---|
| 8:00 - 10:30 | CDGM<br>CONFERENCE ROOM UPSTAIRS |
| 10:30 - 1:00 | Community Public Relations<br>CAFETERIA |
| 1:00 - 2:00 | Lunch |
| 2:00 - 4:30 | The Role of the Church today in the Community<br>BACK AUDITORIUM |
| 4:30 - 7:00 | Leadership Techniques<br>AUDITORIUM |
| 7:00 - 8:00 | Dinner |
| 8:00 | Film |

TITLE: COMMUNITY LEADERSHIP DEVELOPMENT

SPONSORED BY: CHILD DEVELOPMENT GROUP OF MISSISSIPPI
203 West Capitol Street (800 Vincent Building)
Jackson, Mississippi 39203
(601) 948-7390

SCHOLARSHIP, EDUCATION AND DEFENSE FUND
FOR RACIAL EQUALITY, INC.
150 Nassau Street
New York City, New York 10038
(201) 964-8210

PARTICIPANTS: AREA COUNCILMEN, COMMUNITY COMMITTEEMEN, AND SELECTED CITIZEN LEADERS FROM THE CDGM COUNTIES OF JONES, KEMPER, LEAKE, MADISON, NEWTON, AND RANKIN.

PLACE: SOPHIA SUTTON MISSION
Highway 42
Prentiss, Mississippi
(601) 792-4971

DATE: DECEMBER 15 - 17, 1967

FRIDAY

| | |
|---|---|
| 8:00 - 10:00 | REGISTRATION |
| 9:30 - 10:00 | GENERAL SESSION<br>"Why We Are Here"<br>Discussion by participants focusing their attention on their reaction to last week's training session and the reactions of community people as discussed in their community meetings.<br>Mr. Edward L. Cole, Director of Leadership Training, CDGM<br>Mr. Ronnie Moore, Director of Leadership Development, SEDFRE, Inc. |
| 10:00 - 10:30 | FILM<br>"We Struggle For Ourselves"<br>Focuses on Mississippi community people struggling to organize their communities. |
| 10:30 - 10:45 | DISCUSSION<br>Spiver Gordon, Staff Associate, SEDFRE, Inc. |

SATURDAY

| | |
|---|---|
| 6:00 - 8:00 | BREAKFAST |
| 7:00 - 8:00 | FILM<br>"Free At Last"<br>Traces the history of American Negroes from emancipation to the end of World War II. Presents the views of four major Negro figures - Fredrick Douglas, Booker T. Washington, W. E. B. Dubois, and Marcus Garvey.<br>PLEASE SEE YOUR GROUP SCHEDULE (A, B, C, & D) FOR WORKSHOPS (#1, 2, 3, 4) TIME AND PLACE. |

WORKSHOPS

FOUR GROUPS WILL ALTERNATE IN ATTENDING FOUR WORKSHOPS WHICH WILL RUN SIMULTANEOUSLY.

#1 Community Organization and Welfare Rights

A. Participants will be given an opportunity to discuss their experiences in community organization and Welfare Rights in their communities.

B. Introduction to community organization

  A. Methods
  B. Charts
  C. Role playing when applicable

C. Introduction to Welfare Rights

  A. How to organize welfare committees

    1. What can they accomplish?
    2. Who should they involve?

D. What are laws governing welfare

  A. Federal
  B. State
  C. County

E. Film will be shown this session "No One To Help Us" focuses on New Jersey Welfare mothers coming together to deal with their welfare problems.

Resource Persons:

Mrs. Shirley Lacy, Director
Welfare Programs, SEDFRE, Inc.

Mr. Spiver W. Gordon
Staff Associate, SEDFRE, Inc.

Mrs. Geraldine Smith, Chairman
Hinds County Welfare Rights Committee

Discussion Leader: Mrs. Mamie Chinn
Mrs. Minnie Lewis
Community Program Workers, CDGM

#2 Administrative Skills

A. Policy making

  1. How to make policies
  2. Who make policies
  3. How are you affected by these policies

B. Budget making

  1. Auditors report
  2. How to make a budget
  3. Charts

C. Area Council, Area Director, Area Staff

  A. Duties of Area Council
  B. Duties of Area Director
  C. Duties of Area Staff

Resource Person: Mr. David Rice
Director of Finance, CDGM

Discussion Leader: Arthur Jacobs
Sidney Alexander
CDGM Staff

#3 Housing

A. Introduction to Housing Programs

  1. Sweat Equity
  2. Co-ops
  3. Operation
  4. Condominiums

B. Kinds of Loans

  A. Agricultural
  B. V. A.
  C. F.H.A.

D. Senior Citizens
E. Rent Subsidy
F. Rural and Urban

C. Federal Agencies (other)

A. H. U. D.

B. Farmers Home Administration

D. Participants will be given an opportunity to tell of their experiences in housing programs in their communities.

Resource Persons:

Mr. Henry G. Smith, Jr.
Staff Associate, SEDFRE, Inc.

Mr. Charles C. Martin, Director
Self-Help Housing Project, Delta
Opportunities Corporation

and

Staff Associate from F.H.A.

Discussion Leaders:

Mrs. Jacqueline Bates, Area Desk
CDGM

Mr. Edward L. Cole, Director of
Leadership Training, CDGM

#4

## Negotiating Skills and How to Conduct a Meeting

A. Training Exercise

1. Using Parliamentary Procedures
2. List and discuss problems
3. Participants will do role playing
4. Video tape will be used
5. Process analysis and discussion on how to conduct a meeting, structure of an organization and parliamentary procedure.

B. Training Exercise

1. Participants will use role playing to negotiate with OEO.
2. Participants will select and train three negotiaters.
3. Video tape will be used.
4. Participants will use process analysis and discussion on how to negotiate effectively.

Resource Person: Mr. Ronnie M. Moore, Director of Leadership Development, SEDFRE, Inc.

Discussion Leader: Mrs. Annie Devine
Special Assistant to the Director of Leadership Training, CDGM

SUNDAY

6:00 - 8:00 BREAKFAST

7:00 - 8:00 FILM
"New Mood" Ossie Davis traces the impact of the new Negro militancy on both Negro and White Americans in the years since the momentous Supreme Court School decision of 1954, also covers the 1964 march on Washington for jobs and freedom.

WORKSHOPS Two groups will attend two workshops which will run simultaneously

8:00 -10:30
and
10:30 - 1:00

#1 FILM
"Nothing But A Man"
A young railway worker gives up a good job to settle down and marry the preacher's daughter, a school teacher. His emotional adjustment

of the age-old problem of earning a livelihood and supporting a family in peace and dignity becomes very difficult because the place is Alabama today and the man will not play the expected Negro role.

DISCUSSION OF FILM

Discussion Leader: Mr. Henry G. Smith, Jr.
Staff Associate, SEDFRE, Inc.

#2 EVALUATION

A. Participants will be given an opportunity to give their feelings and evaluate the two week-end sessions.

B. Participants will fill out evaluation forms

## FINALE

Awarding of Certificates
Mr. Charles F. Thomas
Executive Director, CDGM

## GROUP A

| | |
|---|---|
| 8:00 - 10:30 | Community Organization and Welfare Rights |
| 10:30 - 1:00 | Administrative Skills |
| 1:00 - 2:00 | Lunch |
| 2:00 - 4:30 | Housing |
| 4:30 - 7:00 | Negotiating Skills and How to Conduct Meetings |
| 7:00 - 8:00 | Dinner |
| 8:00 | Film |

## GROUP B

| | |
|---|---|
| 8:00 - 10:30 | Administrative Skills |
| 10:30 - 1:00 | Housing |
| 1:00 - 2:00 | Lunch |
| 2:00 - 4:30 | Negotiating Skills and How to Conduct Meetings |
| 4:30 - 7:00 | Community Organization and Welfare Rights |
| 7:00 - 8:00 | Dinner |
| 8:00 | Film |

## GROUP C

| | |
|---|---|
| 8:00 - 10:30 | Housing |
| 10:30 - 1:00 | Negotiating Skills and How to Conduct Meetings |
| 1:00 - 2:00 | Lunch |
| 2:00 - 4:30 | Community Organization and Welfare Rights |
| 4:30 - 7:00 | Administrative Skills |
| 7:00 - 8:00 | Dinner |
| 8:00 | Film |

## GROUP D

| | |
|---|---|
| 8:00 - 10:30 | Negotiating Skills and How to Conduct Meetings |
| 10:30 - 1:00 | Community Organization and Welfare Rights |
| 1:00 - 2:00 | Lunch |
| 2:00 - 4:30 | Administrative Skills |
| 4:30 - 7:00 | Housing |
| 7:00 - 8:00 | Dinner |
| 8:00 | Film |

# MENU

FRIDAY

Dinner
- Roast beef
- Rice
- Green salad
- Green peas
- Rolls

---

SATURDAY

Breakfast
- Broiled sausage
- Scrambled eggs
- Toast & jelly

Lunch
- Meat loaf
- Spaghetti
- Cornbread
- Tea/milk

Dinner
- Fried chicken
- Lima beans
- Ice cream
- Fruit salad
- Tea/milk

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SUNDAY

Breakfast
- Bacon & eggs
- Toast & jelly
- Cereal
- Coffee or juice

Lunch
- Baked turkey or steak
- Toss salad
- Tea
- Hot rolls
- Pie

## SESSION VII
## Skill Development

I. Public Relations and Fund Raising

A. Publicity

B. Intergroup Work

C. Income

1. Sources
2. Ways of obtaining financial support

II. Negotiations

A. Definition

B. Techniques and methods

C. Preparing for negotiations

D. At the Negotiation Table

III. Conducting Business

A. Holding meetings

B. Parliamentary Procedures

C. Order of Business

IV. Complaint Filing

A. Definition and responsible public and/or private agency

B. Validating a complaint

1. Facts
2. Witnesses

C. Where to file it

D. How to file it

E. How to get action

## TRAINING DESIGN FOR MEETINGS, PARLIAMENTARY PROCEDURES AND NEGOTIATIONS

| TIME | | TRAINING EXERCISE |
|---|---|---|
| 20 Minutes | - | 1. Elect a chairman to preside<br>2. Use parliamentary procedures<br>3. List and discuss problems that usually stop progress at meetings. |
| 20 Minutes | - | Video Tape Replay |
| 35 Minutes | - | Process analysis and discussion on how to conduct meetings, how to structure an organization, and parliamentary procedures. |
| | | TRAINING EXERCISE |
| 20 Minutes | - | 1. Situation: Your group must negotiate with OEO regarding funds for your area Community Action Program.<br>2. Select and train three negotiaters. |
| 20 Minutes | - | Video Tape Replay |
| 35 Minutes | - | Process Analysis and discussion on how to negotiate effectively. |

# LIST OF TRAINERS

JAN 11 1968

Mr. Edward L. Cole Ed
1215 Morehouse Ave. E
Jackson, Mississippi
Phone: 355-9879

Mrs. Minnie J. Lewis
309 Mann Street
Carthage, Mississippi 39051
Phone: 264-9420

Mrs. Maycie Gore
1634 N Joe Wheeler Ave.
Laurel, Mississippi 39440
Phone: 428-8680

Mr. Arthur Lee Jacob (Jake)
Delmar Street
Tougaloo, Mississippi

Mrs. Dorothy M. Gibbs (DOT)
1405 Apple Street
Jackson, Mississippi

Miss Myrtle G. Glascoe
236 Minerua Street
Jackson, Mississippi

Mrs. Annie Devine
614 West North Street
Canton, Mississippi 36049
Phone: 859-1623

Miss Jacquelyn K. Bates (Jackie)
2220 Decator Street
Jackson, Mississippi
Phone: 355-0425

* ~~Mr. A. H. Fauche~~
~~2819 Booker Washington St.~~
~~Jackson, Mississippi~~
~~Phone: 928-2703~~

Mrs. Mamie Chinn
363-A Joe Pritchard Homes
Canton, Mississippi
Phone: 859-4698

Bob & Mamie

Mr. Robert Chinn
363-A Joe Pritchard Homes
Canton, Mississippi
Phone: 859-4698

* ~~Mr. Johnny L. Milliner~~
~~1297 Whitfield Mill Bd~~
~~Apt. 46-D~~
~~Jackson, Mississippi~~
~~Phone: 353-0061~~

Mr. J. W. Gordon
S.E.D.F.R.E.

Mr. Ronnie Moore
S.E.D.F.R.E.

Mr. H. G. Smith, Jr.
S.E.D.F.R.E.

* Participants in only the Train-Trainers Sessions

CHART I

## CHILD DEVELOPMENT GROUP OF MISSISSIPPI

### PRESENT RESPONSIBILITIES AND ORGANIZATION

**PRESENT RESPONSIBILITIES:**

1. Ultimate policy-making body of CDGM.
2. Hires the professional Central Office staff.
3. Interprets OEO requirements to the Communities.
4. Responsible to MHJC for the adequacy of program quality and financial controls.

**PRESENT RESPONSIBILITIES:**

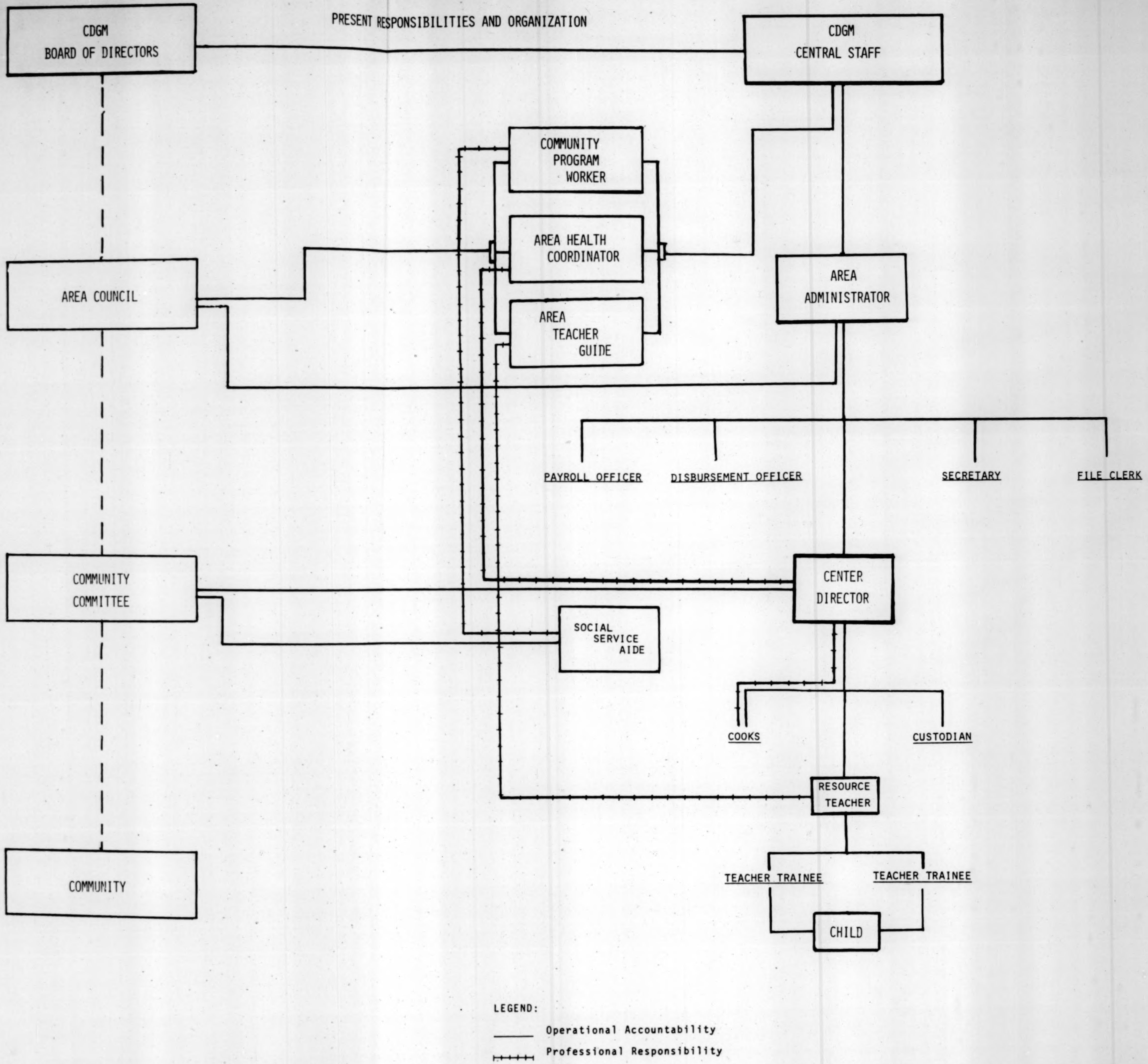
1. Selects, hires or dismisses members of Area staff with concurrence of Central Office staff.
2. Oversees the effectiveness of the Area program, sets program priorities, and evaluates same.
3. Requests training from Central staff.
4. Sets up and maintains lines of communication throughout the program.
5. Examines qualifications of Resource Teachers and concurs in their hiring.

**PRESENT RESPONSIBILITIES:**

1. Hires Teacher Trainees, Cooks, and Custodian.
2. Selects and hires Center Director and Resource Teachers with concurrence of Area Council and Area staff.
3. Oversees the day-to-day operations of the Center and its staff.
4. Obtains Center facilities.
5. Enrolls children.
6. Arranges for child transportation.

**PRESENT RESPONSIBILITIES:**

1. Chooses representatives from among the parents and the poor to serve on the Community Committee.
2. Chooses from the Community-at-large members to serve on the Area Council.


CDGM BOARD OF DIRECTORS
CDGM CENTRAL STAFF
COMMUNITY PROGRAM WORKER
AREA HEALTH COORDINATOR
AREA TEACHER GUIDE
AREA COUNCIL
AREA ADMINISTRATOR
PAYROLL OFFICER
DISBURSEMENT OFFICER
SECRETARY
FILE CLERK
COMMUNITY COMMITTEE
CENTER DIRECTOR
SOCIAL SERVICE AIDE
COOKS
CUSTODIAN
RESOURCE TEACHER
TEACHER TRAINEE
TEACHER TRAINEE
COMMUNITY
CHILD
LEGEND:
Operational Accountability
Professional Responsibility

KLEIN & SAKS, INC.
August 1967

CHILD DEVELOPMENT GROUP OF MISSISSIPPI

CHART II

## PROPOSED RESPONSIBILITIES AND ORGANIZATION FOR SELECTED AREAS TO BE FIRST DECENTRALIZED

**PROPOSED RESPONSIBILITIES:**

1. Establishes and oversees the operation of the permanent Secretariat.
2. Hires Executive Secretary.
3. Collates and consolidates individual Area budgets for joint submission to the funding agency.
4. Responsible for insuring a periodic and a final audit for submission to Grantee.
5. Insures that adequate training and consulting is available to Areas from the Secretariat on their request.

PROPOSED RESPONSIBILITIES:

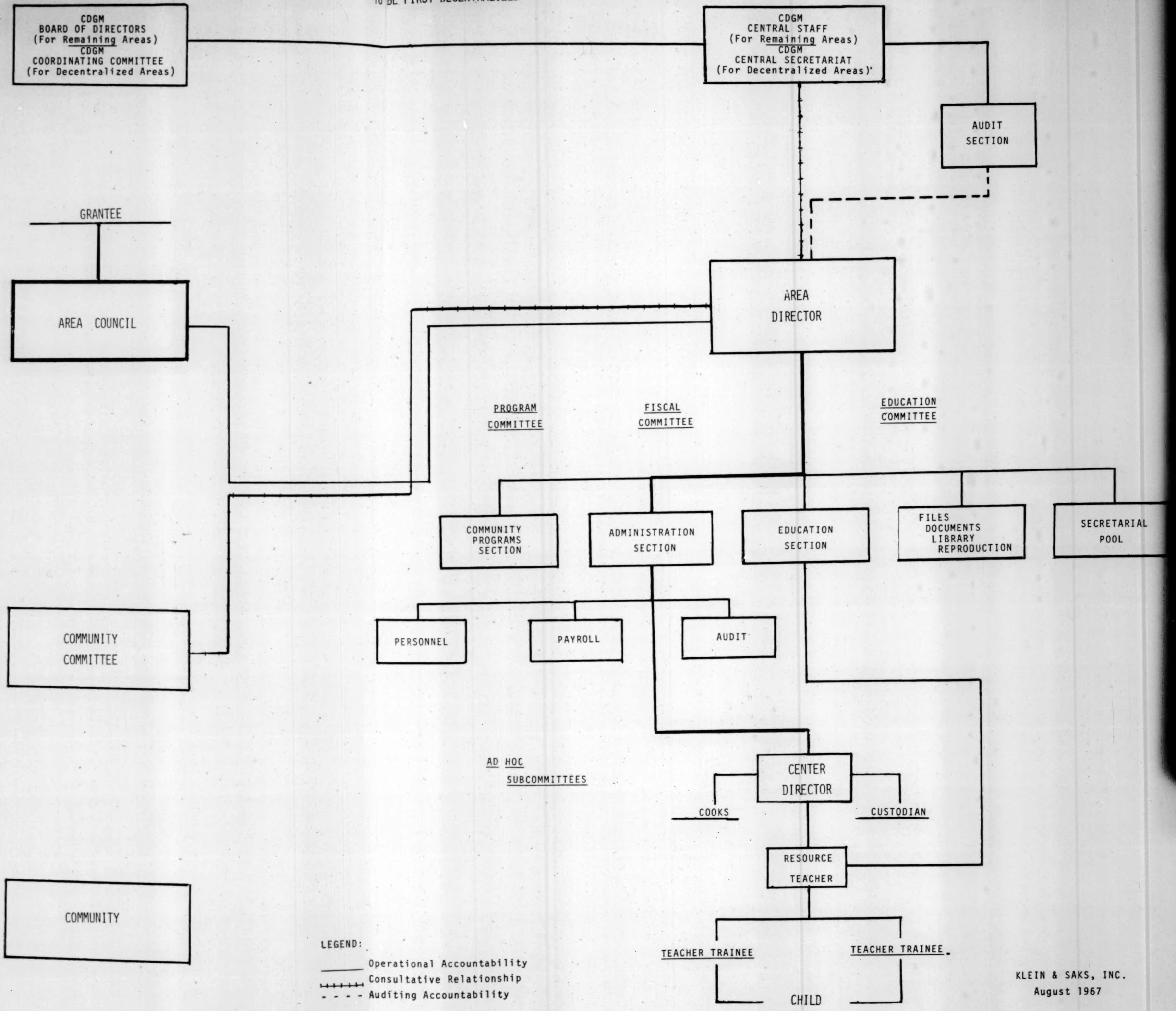
1. Responsible to the Grantee for Area operations.
2. Responsible, through Area Director and his staff, for developing a comprehensive community program.
3. Responsible for insuring Council members' participation in standing Committees.
4. Responsible for the preparation of the Area budget.
5. Responsible, with the advice of the Area Director, for hiring, promotion, and dismissal of Area staff.
6. Responsible for overseeing the operation of the program and its effectiveness.
7. Responsible for requesting consultants and training from the Central Secretariat.

PROPOSED RESPONSIBILITIES:

1. Responsible for hiring cooks and custodian.
2. Responsible for hiring, in consultation with the Area Director, Center Director, Resource Teachers, and Teacher Trainees.
3. Responsible for obtaining Center facility.
4. Responsible for enrolling children.
5. Responsible for arranging child transportation.

PROPOSED RESPONSIBILITIES:

1. Chooses representatives from among the parents and poor to serve on the Community Committee.
2. Chooses from the Community-at-large members to serve on the Area Council.
3. Participates on *ad hoc* subcommittees of special interest to a Community member.


CDGM
BOARD OF DIRECTORS
(For Remaining Areas)
CDGM
COORDINATING COMMITTEE
(For Decentralized Areas)
CDGM
CENTRAL STAFF
(For Remaining Areas)
CDGM
CENTRAL SECRETARIAT
(For Decentralized Areas)
AUDIT SECTION
GRANTEE
AREA COUNCIL
AREA DIRECTOR
PROGRAM COMMITTEE
FISCAL COMMITTEE
EDUCATION COMMITTEE
COMMUNITY PROGRAMS SECTION
ADMINISTRATION SECTION
EDUCATION SECTION
FILES
DOCUMENTS
LIBRARY
REPRODUCTION
SECRETARIAL POOL
PERSONNEL
PAYROLL
AUDIT
COMMUNITY COMMITTEE
AD HOC SUBCOMMITTEES
CENTER DIRECTOR
COOKS
CUSTODIAN
RESOURCE TEACHER
TEACHER TRAINEE
TEACHER TRAINEE
CHILD
COMMUNITY
LEGEND:
Operational Accountability
Consultative Relationship
Auditing Accountability

KLEIN & SAKS, INC.
August 1967

Mss SEDFRE
546

Child Development Group of Mississippi
Final Report, Nov. 27 - Dec. 18, 1967

Box 23
Folder 1

State Historical Society of Wisconsin

Please Retain Original Order

June 29, 1967

**To:** Mr. Marvin Hoffman
Associate Director for Community Programs
Child Development Group of Mississippi
Jackson, Mississippi

**From:** Mr. Ronnie M. Moore
Director, Leadership Development Program
Scholarship, Education and Defense Fund for Racial Equality, Inc.

**Subject:** CDGM Staff Relations

During the week of June 19-24, 1967, I spent most of my time talking to CDGM central office executives, area staff members and elected area council representatives. As I attempted to secure ideas as to the training needs of area council members, it became apparent that most persons employed by CDGM were greatly confused as to the goals of the project, programmatic priorities, related nature of job categories and decentralization.

More specifically, very few persons impressed me as truly comprehending why Area Councils exist and significance of local control and indigenous leadership development. I must admit that community program workers as a group, know more about what they want to do in the long run, than any other staff group in CDGM operations. This is not to say that area administrators, area health coordinators and others do not know their ABC's regarding their job responsibilities, because they do. The problem is simple. Some staff members see CDGM as a pre-school program designed to help the little kids and to bring monies into the communities. Others see the project as a means toward alleviating poverty and developing community power bases around educational, economic and non-partisan political self-advancement activities. This is a serious ideological conflict. It begins in the central office and its effects are extended to area offices and the communities.

Some CDGM employees would "sell their souls" to keep the program and others would sacrifice the program in order to do, "what the spirit say do" (traditional phrase in the movement which means, do that which you think in your heart is the right thing to do for the people). The conflict is often expressed in name calling: Conservative, Militant, Sell-Out and Uncle Tom. It has forced persons involved to question the integrity of each other. Being more direct, some persons have misinterpreted OEO regulations and have adopted strict administrative policies, which may be good for business but have definitely impaired effective field operations. The conflict is expressed by area staff members in the following manner:

| | |
|---|---|
| Area Administrator<br>(Enforcer of OEO regulations and central office administrative policies) | "The car must be back at 5 p.m."<br>"It must not be used to transport people to the registration office, even if you are going in that direction."<br>"You are paid from 8:30 a.m. to 4:30 p.m. and during that time you have to obey all the conditions of employment required of anti-poverty employees." |
| Community Program Worker<br>(Champion of the people) | "I got many things to do."<br>"I got miles to canvass."<br>"I got to go to night meetings."<br>"I got to win the trust and confidence of the people in order to work with them. Now if I'm going downtown anyway why can't I ride a man to the registration office? What are we here to do?" |

As the battle between enforcers of the law and the community activists goes on, negative attitudes develop and hostile feelings flare. The degree of understanding and sophistication essential for the smooth field operations are lacking. Staff members must respect, trust and understand each other, if they are to work together as effective teams. To me, CDGM cannot afford to become just another industrial enterprise. The moment CDGM becomes a corporation like General Motors, then serious questions will have to be raised regarding its role in the People's War Against Poverty and notice I didn't say, "Federal War Against Poverty."

It is imperative that CDGM address itself to the following:

1. Attitudes

Whereas skills are very important in getting the job done, attitudes are just as important. Persons engaged in community work designed to promote better human relations and effective community action, attitudes are sometimes more important than skills. During my talks with persons connected with CDGM, I found that there were many negative and positive feelings towards the poor, black-white relations, status of the professional, capabilities of the non-professional, and the prestige of the middle-class. As these feelings are expressed in terms of attitudes, the following comments are heard:

> "The poor are helpless and we must bring them up to par."
> "I hate white folks."
> "I love black folks."
> "I'm grass root."
> "I ain't wearin' no suit."
> "Pipe smokin' is for big shots."

As these statements express the feelings of many persons who must work together, I began to wonder what is CDGM's image in the communities that the project serves. It seems to me that evaluation of attitudes must begin in the Jackson Office and then to the area offices, if CDGM intends to project an image of integrity and straightforwardness among the citizens of Mississippi affected by the program.

2. Goals

I found myself raising this question over and over again, "What are the objectives of the project?" In some conferences persons talked for hours without mentioning power, organization and maximum participation. Others talked for hours without mentioning helping the kids immediately. Needless to say, that there is a relationship between the mobilization and organization of the masses and the "here and now" gains of the preschool programs. Unfortunately, there has not been enough dialogue on how the two relate and the step by step long-range philosophy and plan of action of how poverty will be eradicated through a people's movement.

3. Team-Work

If we can agree generally on where we are going, then we may better understand each other when we don't agree on the means. If we trust each other, then we can better confront conflict as to means and goals. Teamwork is good working relations. Teamwork is mutual understanding. CDGM lacks teamwork.

4. Roles

Frequently when I asked, "What is your role? How does your role relate to the role of others in the program?", the usual reply was, "I know what I'm supposed to do; I don't worry about the others."

Whereas area health co-ordinators and community program workers generally recognize their interdependence and common interests, area administrators are generally out of touch with how one job relates to the other. Maybe a few general staff sessions will help.

Item 4. Roles - (continued)

I can recall distinctly hearing an area administrator describe community program workers as public relations men who should check on equal distribution of CDGM purchases among local businesses, and who should sell the poverty program to the political and economic echelon for continued support. This is another serious matter because if we don't understand the role of each other in the overall endeavor, then how can we appreciate the work of each other.

How can we reach community leaders on area councils, community committees and in the communities at large, when we are confused as to our past, present and future? How do we get persons on the CDGM entire staff to see each other's world? My suggestion is that we begin with a seminar on human relations and sensitivity.

I am presently drafting a prospectus for training members of area councils and in that memorandum I shall deal with the specifics of confronting conflicts in human relations at the central and area staff levels. The poor staff relations within CDGM exist because staff members have lost personal contact with the poor, for whom CDGM exists.

Maybe if CDGM's staff members at all levels would come in contact with community people, the conflict on goals, attitudes and togetherness could be minimized.

Ronnie M. Moore

RMM:at

# REPORT

**TO:** CHILD DEVELOPMENT GROUP OF MISSISSIPPI
Mr. Edward L. Cole, Director of Leadership Training
The Reverend Charles F. Thomas, Executive Director

**FROM:** MR. RONNIE M. MOORE
Director, Leadership Development
Scholarship, Education and Defense Fund for Racial Equality, Inc.
150 Nassau Street - Room 1030
New York, New York 10038

Marvin Rich, Executive Director

**FOR:** PERIOD - NOVEMBER 27 - DECEMBER 18, 1967

## PURPOSE

The purpose of this project is to train 150 Area Councilmen, Community Committeemen, and selected citizen leaders from the CDGM counties of Newton, Leake, Madison, Kemper, Rankin, and Jones.

The program will provide intensive training and the curriculum will deal with citizenship education, social problems, human relations, and leadership techniques. The outline of training activities describes the format for achieving the above objectives. (See Appendix A).

## SELECTION OF COUNTIES

Whereas training is needed in all CDGM counties, the pressure of 20 days makes it imperative that training be limited to the counties previously named. The counties were selected on the criteria of:

(1) interest and desire for training.
(2) ground work had been laid for training.
(3) organizational development.

## TRAINING CDGM TRAINERS

Trainers should be familiar with the social conditions and sensitive to the needs of the trainees. Therefore, Edward L. Cole, CDGM Director of Training, decided that selected CDGM staff members should be trained to participate in SEDFRE-CDGM training effort. The following persons took part in the training trainers session of November 27 - 29, 1967.

Bates, Jacquelyn, Area Desk Administrator
Chinn, Mamie, Community Program Worker
Chinn, Robert, Transporter
Devine, Annie, Special Assistant, Director Leadership Training
Frauche, A. L., Field Program Advisor
Gibbs, Dorothy, Field Program Advisor
Glascoe, Myrtle, Assistant Social Service Coordinator
Gore, Maycie, Community Program Worker
Jacobs, Arthur, Area Desk Administrator
Lewis, Minnie, Community Program Worker
Milliner, Johnny, Area Desk Director
Alexander, Sidney, Community Program Worker

The objectives were:

(a) to introduce the potential trainers to both lecture and laboratory training methods.
(b) to explain the objectives, courses and formats of leadership development.
(c) to equip CDGM trainers with skills to conduct the night classes and to serve as discussion leaders and process analysts during the weekend workshops for selected citizen leaders.

SEDFRE trainers, Henry G. Smith, Spiver W. Gordon, Ronnie Moore, CDGM Leadership Training Director, Edward L. Cole, conducted the sessions. The schedule is listed below:

MONDAY, NOVEMBER 27

| | |
|---|---|
| 2:00 - 3:00 | The objectives of the SEDFRE-CDGM Leadership Training endeavor |
| 3:00 - 5:00 | Sensitivity Training |
| 5:00 - 6:00 | Supper |
| 6:00 - 12:00 | Sensitivity Training |

TUESDAY, NOVEMBER 28

| | |
|---|---|
| 8:00 - 9:00 | Breakfast |
| 9:00 - 12:00 | Laboratory Training Techniques |
| 12:00 - 1:00 | Lunch |
| 1:00 - 2:00 | Process Analysis |
| 2:00 - 3:00 | Content Analysis |
| 3:00 - 6:00 | Discussion: Issues for Trainers (See Appendix B, I-V) |
| 6:00 - 7:00 | Supper |
| 7:00 - 12:00 | Group Task: How To Teach Problem Analysis and Strategy Planning |

WEDNESDAY, NOVEMBER 29

| | |
|---|---|
| 8:00 - 9:00 | Breakfast |
| 9:00 - 12:00 | Discussion: Issues for Trainers (See Appendix B VI - XII) |
| 12:00 - 1:00 | Lunch |
| 1:00 - 3:30 | Role Playing: How To Conduct Night Classes |
| 3:30 - 5:00 | Staff Assignments (See Appendix C) |

FINALE

## NIGHT CLASSES

Night classes will be introductory sessions to the curriculum of the weekend workshops. (See Appendix D). Three classes; one week apart, will be held in each county. Sessions will be opened to the public and special steps will be taken to encourage the attendance of CDGM policy makers. The classes will attempt to achieve the objectives below:

(a) to help trainees examine the socio-economic problems of their counties.
(b) to help trainees define their training needs.
(c) to help the night class trainees select participants to attend the weekend workshops (Each county will develop its own selection process).
(d) to motivate community activists and stimulate their interest in the training program.

The night classes will aid the community activists to release their hostilities and frustrations so that they can adjust to the rigorous weekend sessions. My previous reports clearly indicates the history of the negative feelings of community leaders toward CDGM and its failure to keep its promise of "maximum participation of the poor."

The proceedings of the night classes will be developed into case studies for analysis and evaluation during the weekend workshops.

Home visits may be essentail in order to insure significant attendance at the night sessions. The SEDFRE-CDGM trainers will make such visits when necessary.

## WEEKEND WORKSHOPS

The primary objective of the weekend workshops is to provide specialized training and individual attention to CDGM policy makers who have been attending the night classes. The workshops will be held at a retreat center where facilities are conducive to learning. The workshops will be held December 8-10 and 15-17, 1967.

Resource persons will include the SEDFRE-CDGM training team and individuals from the CDGM operations who have specialized knowledge regarding the topics stipulated in the curriculum.(See Appendix D).

## SEDFRE TRAINERS

Henry G. Smith and Spiver W. Gordon of SEDFRE staff will serve as full time training consultants to the CDGM training team during the entire program. SEDFRE will provide Ronnie Moore, and other consultants for the weekend workshops. Such personalities could include Mrs. Shirley Lacy of the Newark, New Jersey Welfare Rights Project, John Zippert, Assistant Director of the Southern Cooperative Development Project, and SEDFRE executive directors, Marvin Rich, a former labor union organizer and public relations director.

APPENDIX A

## OUTLINE OF TRAINING ACTIVITIES

| DATE | PLACE | ACTIVITIES |
|---|---|---|
| November 27-29 | Jackson | Training CDGM Trainers Session |
| November 29 | Newton, Leake & Kemper | Night Classes |
| November 30 | Jones, Rankin & Madison | Night Classes |
| December 1 | Kemper | Night Classes |
| December 1-3 | Jackson | Material Development & Weekend Workshop Planning |
| December 4 | Jackson | Evaluation of Night Classes<br>Preparation of Case Studies |
| December 5 | Newton County | Night Classes |
| December 6 | Leake, Newton & Rankin | Night Classes |
| December 7 | Jones & Madison | Weekend Workshop Planning |
| December 8-10 | Jackson | Weekend Workshop |
| December 11 | Jackson | Evaluation of Weekend Workshop |
| December 12 | Jackson | Material Development |
| December 13 | Leake, Newton & Rankin | Night Classes |
| December 14 | Jones & Madison | Weekend Workshop Planning |
| December 15-17 | Jackson | Weekend Workshop |
| December 18 | Jackson | Evaluation of Training Efforts and Formulation of Recommendations |

APPENDIX B

## S.E.D.F.R.E.
## LEADERSHIP DEVELOPMENT DEPARTMENT

## ISSUES FOR TRAINERS

I T-Grouping
  A. Objectives
  B. Relevancy
  C. Effectiveness and Significance

II Process Analysis
  A. Definition
  B. Objectives
  C. Observations and perceptions

III Content Analysis
  A. Nature and scope of subject
  B. On the beam discussion

IV Training Techniques
  A. Group discussion
  B. Films
  C. Blackboard
  D. Directive vs non-directive ways of teaching
  E. Group observing group
  F. Lecture
  G. Group tasks
  H. Training exercises and role playing
  I. Other

V Displays
  A. Outlines
  B. Notes of sessions
  C. Questions and answers
  D. Charts

APPENDIX B

VI Dynamics of Leadership Development

- A. Self-Awareness
- B. Knowledge
- C. Skills
    - 1. Problem solving
    - 2. Communication
    - 3. Strategy planning
    - 4. Other

VII Training Staff

- A. Resources
- B. Use
- C. Teamwork and coordination

VIII Structure

- A. Formats
    - 1. One day
    - 2. Night classes
    - 3. Weekend
    - 4. Weeklong
    - 5. Series
- B. Agenda
    - 1. Changes
    - 2. Structured vs unstructured
    - 3. Flexibility vs inflexibility
        - a. Minor changes
        - b. Major changes
        - c. Complete changes
        - d. No changes

IX Shop Talk for Trainers

- A. Learning pace of trainees
- B. Amount of learning going on
- C. Usefulness, interest and relevancy of the discussion

D. Steering the group too fast or too slow
E. Free flowing discussion
F. Informed vs uniformed members of the group
G. Inclusion
H. Time keeping
I. Setting priority on training needs.
J. Reminding group of tasks
K. Remembering the role of trainer
L. Staff input or stop action
M. Dealing with unpredictable developments
N. Dealing with relevant personal "hang ups"
O. Summarizing
P. Using provocative questions
Q. When trainees request judgements
R. When people come in late
S. Exploring norms
T. Provocative statements
U. Dealing with hostility
V. Minimizing frustration
W. When trainers get up tight
X. T-Grouping before each training session
Y. T-Grouping after each training session
Z. Evaluating training efforts

X Kinds of Workshops

A. Personal Growth
B. Community relation
C. Community problems
D. Leadership techniques
E. Administrative skills

    1. Policy making
    2. Business administration
    3. Finances

        a. Budgeting
        b. Auditing
        c. accounting
    4. Programatic direction

XI Material Development

XII Selection of Participants
A. Who
B. How
C. For What
D. Why

APPENDIX C

## STAFF ASSIGNMENTS

### JONES COUNTY

1. Maycie Gore
2. Jacqueline Bates
3. Charles Thomas
4. Edward L. Cole
5. Spiver Gordon

### KEMPER COUNTY

1. Edward L. Cole
2. Sidney Alexander
3. Hank Smith
4. Dorothy Gibbs

### LEAKE COUNTY

1. Annie Devine
2. Minnie Lewis
3. Spiver Gordon

### MADISON COUNTY

1. Annie Devine
2. Dorothy Gibbs
3. Hank Smith
4. Mamie Chinn

### NEWTON COUNTY

1. Ronnie Moore
2. Myrtle Glascoe
3. Arthur Jacobs

### RANKIN COUNTY

1. Ronnie Moore
2. Myrtle Glascoe
3. Arthur Jacobs

Staff assignments were made on the basis of experience, age, and other factors in order to construct strong training teams.

APPENDIX D

## CURRICULUM

The course is designed to increase the self-awareness, provide specialized training and develop community work skills of the participants. The two weekend workshops will cover the sessions described. However, changes will be made to meet the specific needs of the trainees.

## SESSION I

## Developing Discussion Leaders

Sessions will be designed to acquaint leaders with skills and attitudes in handling effective group discussion. Participants will be taught approaches to the questions listed.

1. How to Stimulate Interest
2. How to Get Everyone Involved
3. How to Get People Talking
4. How to stop a few persons from dominating discussions
5. How to keep the attention of the group on the beam
6. How to reach a group decision
7. How to persuade without antagonizing
8. How to form an Agenda
9. How to remove the responsibility of covering items on the agenda from the discussion leader to the group

Techniques and methods of solving the above and other problems will be illustrated by demonstration, analysis and role playing.

## SESSION II

## Understanding Human Relations

The workshop focuses on experiences in group situations designed to contribute to understanding of: (a) one's self and one's impact on others, (b)feelings and behavior of other members, (c) conditions for effective group operations, and (d) how organizations prevent, create or resolve human relations problems.

The fundamental interpersonal relations exchange will lead to increased self-awareness and a deeper comprehension of the receiving, sending and confirming elements of the communication process. The live group experiences become the subject matter for teaching group dynamics and organization efficency.

Emphasis is upon learning through participation and observation but this is supplemented by short analytical sessions.

Through direct brotherhood encounters with openess and honesty, participants are helped to develop good working relations and to sharpen their ability to confront disagreement and conflict without becoming defensive.

The workshop is actually a laboratory instead on an academic experience. The primary task is to develop work groups that can set goals, define problems, communicate, develop leadership and provide functions of responsible membership. It is usually described as sensitivity training.

## SESSION III
## Community: Problems, Action and Change

I. Community Problems

   A. Community Analysis

      1. Geographic
      2. Economic basis
      3. Centers of power
      4. Resistance forces
      5. Cooperative forces

   B. Nature and Scope of Problems

      1. Political
      2. Educational
      3. Economic

II. Community Organization

   A. Purposes

      1. To solve community problems
      2. To develop power bases
      3. To involve masses in community action

   B. Self-Advancement Activities

      1. Exploitation of local, state and federal public programs

2. Development of cooperatives and businesses
3. Quality education
4. Political strength and action
5. Legal action
6. Non-violent direct action

C. Participation in Social Movements

1. Civil Rights
2. Welfare
3. Labor
4. Peace

D. Management of Conflict

1. Delineation of a target
2. Selection of vulnerable targets
3. Sustaining the crisis

## SESSION IV
## Facts on the War Against Poverty

I. Poverty

A. Causes
B. Effects

II. Federal War Against Poverty

A. Economic Opportunity Act of 1964

1. Title I Youth Programs
2. Title II Urban and Rural Community Action Programs
3. Title III Special Programs to Combat Poverty in Rural Areas
4. Title IV Employment and Investment Incentives
5. Title V Work Experience Program

B. Discussion of Pertinent Programs

III. Evaluation of Programs

A. Scope and depth
B. Community needs vs. governmental resources

## SESSION V
## Analysis of CDGM

I. Its History

- A. Outgrowth of Mississippi social movement
- B. Conception and political opposition
- C. The new CDGM

II. Its Objectives and Philosophy

- A. Pre-school centers
- B. Community organizations
- C. Local control and maximum participation

III. Its Structure

- A. Representation of the people
  1. Board of Directors
  2. Area Councils
  3. Community committees
- B. Administration
  1. Central office
  2. Area offices
  3. Centers

IV. The 1968 Proposal

- A. Decentralization
- B. Role of Elected Community Representatives
  1. Election
  2. Status
- C. Programmatic Contents
- D. Budget
  1. Categories
  2. Figures

V. Review of OEO Memorandums

## SESSION VI
## Studying How Organizations Work

(CDGM Policy-Making Bodies)

I. Objectives

- A. Local Control
- B. Maximum participation
- C. Community representation

II. Organizational Structures

- A. Officers
    1. Chairman
    2. Secretary
    3. Treasurer
    4. Other
- B. Committees
    1. Program
    2. Finance
    3. Personnel
- C. Laws, Restrictions, and Powers

III. Leadership

- A. Definition, standards and Qualifications
- B. Selection process
- C. Functions and powers

IV. Organizational Functions

- A. Goal Setting
- B. Decision Making
- C. Problem Solving
- D. Strategy Planning
- E. Policy Making
- F. Administration

## SESSION VII
## Skill Development

I. Public Relations and Fund Raising

    A. Publicity

    B. Intergroup Work

    C. Income

        1. Sources
        2. Ways of obtaining financial support

II. Negotiations

    A. Definition

    B. Techniques and methods

    C. Preparing for negotiations

    D. At the Negotiation Table

III. Conducting Business

    A. Holding meetings

    B. Parliamentary Procedures

    C. Order of Business

IV. Complaint Filing

    A. Definition and responsible public and/or private agency

    B. Validating a complaint

        1. Facts
        2. Witnesses

    C. Where to file it

    D. How to file it

    E. How to get action

SCHOLARSHIP,
EDUCATION AND
DEFENSE
FUND FOR
RACIAL EQUALITY inc.
150 NASSAU STREET
NEW YORK, N.Y. 10038
TELEPHONE 964-8210

# FINAL REPORT

**TO:** CHILD DEVELOPMENT GROUP OF MISSISSIPPI
Mr. Edward L. Cole, Director of Leadership Training
The Reverend Charles F. Thomas, Executive Director

**FROM:** SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY, INC.
150 Nassau Street - Room 1030, New York New York 10038
Prepared by Mr. Ronnie M. Moore, Director-Leadership Development
Mr. Marvin Rich, Executive Director

**FOR:** PERIOD COVERING NOVEMBER 27 THROUGH DECEMBER 18, 1967

*Contributions are deductible for income tax purposes*

■ *president;* Andrew E. Norman ■ *vice presidents;* William S. Ellis, Nannette Sachs ■ *secretary;* Ezra Levin ■ *treasurer;* Shelley Appleton ■ *executive director;* Marvin Rich ■ *leadership development director;* Ronnie M. Moore ■ *legal director;* Carl Rachlin ■ *BOARD OF DIRECTORS;* Nils R. Douglas, *chairman* ■ Robert Ausnit ■ James Baldwin ■ Katrina McCormick Barnes ■ Canon James P. Breeden ■ Robert Curvin ■ Charlotte Devree ■ Robert F. Drinan, S. J. ■ John Henry Faulk ■ Michael O. Finkelstein ■ Doris Freedman ■ Dr. Edward L. Gibson ■ James T. Harris ■ Claude Heckscher ■ Norman Hill ■ Clarence B. Jones ■ Dr. Archie Lacey ■ Joann List Levinson ■ Leon Modeste ■ Henry Morgenthau, III ■ Dr. William Stuart Nelson ■ Richard J. Schwartz ■ Elaine Slater ■ Norman Thomas ■ Rowland Watts ■ Pearl L. Willen

## History

In my first report for the period covered, I presented an outline and plan of how SEDFRE would conduct its work. In this report I give the results of this work.

As I have stated before, CDGM failed miserably in fulfilling its mission of developing the indigenous leadership of Mississippi's poverty-stricken masses. It is inconceivable that a poverty corporation, hoping to help poor Americans to participate fully in a highly sophisticated and competitive society, could give Leadership Development such a low priority as CDGM did within the period ending December, 1967. In a last-ditch attempt to pay tribute to its philosophy, CDGM signed a contract with SEDFRE to conduct a 22 day "crash" training program for community leaders in six counties. Recognizing from the beginning, the challenging and complex nature of any "crash" effort to develop leaders, SEDFRE accepted the contract with pessimisim, but with determination and dedication.

## Support for the Program

Although the "crash" program was the first serious attempt by CDGM to train its representatives, it must be stated that the Central Office executives did not fully support the endeavor. The administrative red tape involved, in order to get even minor things done, took an enormous amount of time and energy. For instance, in order to pay a C.O.D. charge of $6.68 for a film, it required not only authorization for the expenditure, but the presentation of the invoice for payment and the retaining of the postman while chasing down the necessary CDGM personnel to approve the invoice, make out and sign the check. Needless to say, no one knows at what time such C.O.D. packages will arrive, whether or not the controller will be in his slow working mood, or whether or not the executive director will be out of the office.

Putting aside the CDGM administrative circus, the program lacked support in the following ways:

1. The Board of Directors held a meeting on the date of the first weekend workshop. This required the presence of the Executive Director, Reverend Charles Thomas, who therefore, was unable to attend the workshop.

2. The Executive Director did not have, or did not exercise his authority to order the "Central Office Executives" to give the "crash" program top priority.

However, the program was a success. SEDFRE received maximum cooperation from the CDGM copy room under the supervision of Mrs. Margaret Rundles and from the area desk under the supervision of Mr. Johnny Milliner. Other persons in the CDGM structure who served as resource persons and part time coordinators of the effort, are listed on the weekend workshop agendas.

## Training Trainers Session

The Training Trainers Session held on November 27 - 29, 1967, gave CDGM discussion leaders the laboratory training background to stimulate interest and motivate desire for achievement among the workshop participants. These leaders worked excellently and served well. They knew the participants' attitudes, feelings and training needs. They assisted the SEDFRE trainers and resource persons by encouraging the participants to actively engage themselves in the training activities. We must salute these persons who carried out the most important activity of CDGM's existence.

## Night Classes

These classes were conducted by SEDFRE personnel: Hank Smith, Spiver Gordon and Ronnie Moore. The CDGM personnel who participated as discussion leaders were: Sid Alaxander, Ed Cole, Myrtle Glascoe, Annie Devine, Art Jacobs, Mamie Chinn, Minnie Lewis, Jackie Bates and Mazie Gore.

These classes served the following purposes:

1. Helped minimize frustrations of community leaders due to CDGM's internal political situation, administrative inadequacies, disillusion over the goals and programmatic direction of CDGM.

2. Increased an understanding of the depth, scope and nature of poverty.

3. Introduced the concept of self-help within the context of the People's War on Poverty instead of the Federal War on Poverty.

4. Developed leadership techniques, e.g., problem analysis and strategy planning regarding community change.

The classes were very well attended because they were held on a county by county basis. These sessions permitted the trainees to define their training needs. The needs and problems are outlined on the pages that follow.

These are the broad categories of the training needs and problems as indicated by the community people from Madison, Rankin, Newton, Kemper, Jones, Leake and training needs as felt by the trainers.

| TRAINING NEED | COUNTIES |
|---|---|
| Citizenship Education | K, L, M, R |
| Community Organization | J, K, L, M, N, R |
| Welfare Rights | J, M |
| Personal Growth | J, K, L, M, N, R |
| Community Relation | J, K, L, M, N, R |
| Community Problems | K, M, R |
| Leadership Techniques | J, K, L, M, N, R |
| Administrative Skills: | |
| Policy Making | J, K, M, N, R |
| Business Administration | J, K, M, N, R |
| Finances | K, M, N, R |
| Programmatic Direction | K, L, M, N, R |
| Role of the Church "Today" | J, K, L, M, N, R |
| CDGM: Program | K, L, M, N, R |
| System | J, K, M, N, R |
| Problems | J, K, M, N, R |
| Role of Central Office | K, M, N, R |
| Home Economics | M, N |
| How to Plan Meetings/Conduct | J, L, M, N, R |
| Education (3R) | K, M, N, R |
| Our Role Beyond CDGM: | |
| Credit Unions | K, L, M, N, R |
| Cooperatives | K, L, M, N, R |
| Food Buying Clubs | K, L, M, N, R |
| Health | K, M, R |

| TRAINING NEED | COUNTIES |
|---|---|
| Materials | K, M, N, R |
| Legal: | |
| How to Deal with the Fed. Gov., | K, M |
| State | K, M |
| Local | K, M |
| Defense | K, M |
| Pre-School | M |
| Young Adult | M, R |
| Housing | T |
| Culture | T |
| Federal Programs | |
| O. E. O. | T |
| Labor | T |
| HEW | T |
| CAP | T |

---

## CODES

| | |
|---|---|
| J | Jones |
| K | Kemper |
| L | Leake |
| M | Madison |
| N | Newton |
| R | Rankin |
| T | Trainer |

## JONES COUNTY TRAINING NEEDS AND PROBLEMS

Below are the Training Needs and Problems as expressed by Area Council Members, Community Committees and Community People in public meeting held in Jones County November 30, 1967.

1. How to employ personnel
2. Training in Social Work
3. What the proposal about
4. How to Decentralize
5. How to get community meeting regularly
6. How to maintain good attendance
7. How to make decision, How to develop confidence in self and each other?
8. Discuss proposal
9. How to solve problems
10. How to develop competent employees

# KEMPER COUNTY TRAINING NEEDS AND PROBLEMS

Below are the Training Needs and Problems as expressed by Area Council Members, Community Committees and Community People in public meeting in Kemper County Dec. 1, 1967.

1. Training of employees
2. Pre-education
3. Local training
4. Advance training for communities
5. First-Aid training.
6. Administration and policy making
7. Supervision and decision making.
8. Written Program
9. Communication
10. Under-payments for transporters
11. Higher payment for rent
12. Establish credit unions
13. Food cooperatives
14. Farm Co-ops
15. Organize health committees
16. Keep centers open
17. How to raise funds
18. Develop non-professionals
19. How to deal with the white power structure
20. How to deal with the Black power structure
21. How to teach voter registration
22. The importance of voting
23. Citizenship education
24. Ignore the outside influence
25. Negroes do not trust each other.
26. How to develop trust
27. Training to follow leadership
28. Children out school
29. Children in different schools
30. No police protection for children at integrated schools.
31. No transportation

## APPENDIX B 2

continuation of Training Needs and Problems--- Kemper County

32. How to get a lawyer
33. What to do when the Federal Government refuse to act
34. How to get rid of the Uncle Toms
35. Learn about the Lord
36. Get the word of God in each house
37. Put the Lord in everything, we can't do it ourselves
38. How to ask questions
39. Stand up and be counted
40. Too afraid
41. Don't be afraid of dying.

People can't do anything but kill you

43. Training for the job

## LEAKE COUNTY TRAINING NEEDS AND PROBLEMS

Below are the training needs and problems as expressed by Area Council Members, Community Committees and Community$^{th}$ People in public meeting in Leake County on November 29, 1967.

1. Thinking for ourselves
2. Leadership Development
3. How to reach people
4. How to bring people together
5. How to get people to do free work
6. How to be a good community worker
7. How to make the poverty program meet the needs of the people
8. How to conduct meetings
9. How to express yourself
10. We have been taught not to live with each other
11. How to organize ourselves and communities
12. How to get parents interested in their children
13. How to politically organize our community
14. Following the crowd (group pressure)
15. How to keep people at meetings

Suggestion:

a. talk to them
b. schedule the meeting
c. give a break
d. make it interesting
e. prepare for the needs of the meeting

## MADISON COUNTY TRAINING NEEDS AND PROBLEMS

Below are the Training Needs and Problems as expressed by Area Council Members, Community Committees and Community people in public meeting held in Madison County, November 30, 1967.

1. None cooperation
2. Like of concern for others
3. Solving major problems
4. Like of proper respect for others
5. Unity (need of)
6. Responsible Area Staff
7. How to deal with community problems
8. How to improve the Area Council
9. How to make people become more interested
10. Need to become organized
11. Training
12. Sharing responsibility
13. Social contact
14. Knowing thou-self
15. Be loyal and honest
16. How to become suffient leader
17. Keeping accurate records
18. What can we do to make better citizens
19. Permanent program for young pre-schools B. young adults
20. How to solve a problem
21. How to keep the interest of the people
22. Recognizing communities problems
23. Why all chiefs and no indians
24. What is leadership?
25. Special Community Committee Training
26. Lack of trust
27. Why do people in other fields go into another department?
28. Alcoholism
29. Learn to value time
30. High school dropouts

## MADISON COUNTY CONTINUE-

31. None-Discipline
32. Lack of understanding
33. Work with out pay
34. Lack of amusement
35. Un-informed
36. How to manage their earning
37. How to deal with inferiority complexes
38. Lack of christainity
39. Sound leadership
40. How to reach the Community
41. Health
42. How to utilize local resources
43. Making known available free services offered by the State
44. What will you do when CDGM is gone
45. Learning how to conduct a meeting

## NEWTON COUNTY TRAINING NEEDS AND PROBLEMS

Below are the Training Needs and Problems as expressed by Area Council Members, Community Committees and Community people in public meeting held in Newton County, November 29, 1967.

1. No systems (CDGM)
2. CDGM has lied to us
3. We should have been trained to set up programs
4. CDGM has made mistakes
5. CDGM has helped us
6. Area people have made mistakes
7. Getting parents interested in CDGM
8. Negroes don't cooperate to keep the superior race out of our program
9. Superior race trying to keep CDGM out
10. I don't like Central Office intruding
11. Area Administrator should have been notified ahead of time
12. What is training all about
13. We want training
14. Who is this training for
15. What is this training suppose to do
16. We need to handle our business and money
17. All the training we can get
18. Work with people
19. How to keep on laughing and talking when I get angry
20. I need to have accounting and IBM machine
21. Learning more how to cook
22. Would like to be a better teacher
23. How to plan meeting and get best results
24. How to be a better trainee
25. To be a better social service aide.
26. Learning more about reading, writing and spelling
27. We need more knowledge
28. We don't know exactly what we need

## NEWTON COUNTY CONTINUE-

29. We need to go futher than CDGM
30. Would like to know how to keep negroes from going to Mr. Charlie
31. Learn how to be a good community program worker
32. Do you need training to learn how to fight for what you want?
33. What good would it do for us to be angry
34. What can we do
35. The community needs training in community organization
36. Do you want to evaluate your program
37. Need to have programs to teach our children

## RANKIN COUNTY TRAINING NEEDS AND PROBLEMS

Below are the Training Needs and Problems as expressed by Area Council Members, Community Committees, and Community people in public meeting held in Rankin County, November 30, 1967.

1. We want authority, but we need help for Central.
2. People don't know what CDGM is intended for we have to find away to support and respond to us.
3. CDGM should develop the whole community, adults should participate as well as childrens.
4. Community Committees and Area Councils are partly responsible for the neglect shown in our community.
5. What can we do about people just being interested in CDGM just for money.
6. Poverty program is no stronger than the community.
7. Center Staff is cold to community people.
8. Community people feel rejected by Center Staff.
9. How can we m ake money for CDGM benefit the whole Community?
10. We should hire people to work in the program who live in a community where the program unless we cannot find a person in the community.
11. People give first chance for a job to their relatives.
12. Community Committees should learn how to run their Center program, how to take problems and solve them, and be honest about solving the problems.
13. We want power from CDGM to solve our problems.
14. Community give power to their committees.
15. The power we have is not working for us to benefit our program.
16. Our representatives do not do their jobs.
17. Central Office Controls us.

## RANKIN COUNTY CONTINUE-

18. We should not talk about powsr, we should talk about relationship amoung us.
19. We don't communicate with each other.
20. We need more committee meetings.
21. How should we learn what to do to run our program?
22. Too many people get jobs because of family Connection.
23. Area Council need training to work for our community.
24. Community Representatives don't give time to learn how to run a program.
25. People in the community need to have CDGM explained to them.
26. CPW's and SSA need to set up more community meetings, they should also go to community meetings and talk about CDGM.

## Attendance at Night Classes

1. Kemper County

   a. 83
   b. 150
   c. 70

2. Rankin County

   a. 25
   b. 60
   c. 10

3. Newton County

   a. 30
   b. 65
   c. 50

4. Leake County

   a. 45
   b. 65
   c. 50

5. Madison County

   a. 35
   b. 60
   c. 30

6. Jones County

   a. 45
   b. 75
   c. 20

# AGENDA - WORKSHOP #1

TITLE: COMMUNITY LEADERSHIP DEVELOPMENT

SPONSORED BY:
CHILD DEVELOPMENT GROUP OF MISSISSIPPI
203 West Capitol Street (800 Vincent Building)
Jackson, Mississippi 39203
(601) 948-7390

SCHOLARSHIP, EDUCATION AND DEFENSE FUND
FOR RACIAL EQUALITY, INC.
150 Nassau Street
New York City, New York 10038
(201) 964-8210

PARTICIPANTS: AREA COUNCILMEN, COMMUNITY COMMITTEEMEN, AND SELECTED CITIZEN LEADERS FROM THE CDGM COUNTIES OF JONES, KEMPER, LEAKE, MADISON, NEWTON, AND RANKIN.

PLACE:
M. W. STRINGER GRAND LODGE, A. F. & A. M.
1072 Lynch Street
Jackson, Mississippi 39203
(601) 354-1403

DATE: DECEMBER 8 - 10, 1967

## FRIDAY

8 - 10 p.m. Registration

9:30 - 10 p.m. General Session

"Why We Are Here"

Discussion by participants, focusing on their feelings of why they are here.

Mr. Ed Cole - Director, Leadership Training for CDGM

10 - 10:30 p.m. "Who Is Doing the Training"

Mr. Ronnie Moore - Director, Leadership Development, SEDFRE, Inc.

10:30 - 11 p.m. What Materials and How to Use Them

Messrs. Spiver Gordon and Henry G. Smith, Jr. - Staff Associates, SEDFRE, Inc.

## SATURDAY

6 - 8 a.m. Breakfast

7 - 8 a.m. Films

"OMOWALE" - About a Mississippi-born Negro novelist, John William, and his trip to Africa to explore his ancestral roots. Explores relationship of the American Negro to Africa and Africans.

"THE NEGRO AND THE SOUTH" - Explores the term, "The Southern way of life", to the Southern 11 million Negroes and 43 million whites.

Please see your group schedule (A, B, C and D) for Sessions (#1, 2, 3, 4) time and place.

Sessions 8 - 10:30 10:30 - 1 p.m. 2 - 4:30 4:30 - 7 p.m.

Four groups will alternate in attending four sessions which will run simultaneously.

#1 Leadership Techniques

A. Making and Find Leaders
B. Goal Setting
C. Decision Making
D. Problem Solving
E. Strategy Planning
F. Training Exercises via Video Tape

Resource Person - Mr. Ronnie Moore
Discussion Leader - Mr. Sidney Alexander, Community Program Worker, CDGM

## Saturday - Sessions (continued)

#2 The Church and Community Problems

1. What is the Role of the Church and the Community?
2. Should the Church Deal with Community Problems?
3. How Can We Use the Church to Get Federal Aid and Develop Co-ops and Businesses?

Resource Person - Reverend A. J. McKnight, Parish Priest of Lafayette, La., Director, Southern Consumers Education Foundation

Discussion Leaders - Mrs. Mamie Chinn, Mrs. Maycie Gore, Community Program Workers, CDGM

#3 Community and Public Relations

1. Publicity
2. Intergroup Work
3. Money Raising
   a. Sources
   b. Methods of obtaining financial support

Resource Person - Mr. Marvin Rich, Executive Director, SEDFRE, Inc.

Discussion Leader - Mr. Ed Cole

#4 CDGM - How it Works

1. Role of CDGM Central Office
2. Role of elected community representatives
3. Problems confronting CDGM
4. CDGM's program

Resource Persons - Mr. Michael O'Sullivan, Social Service Coordinator, Mr. Reginald Robinson, Assoc. Director Social Service - CDGM

Discussion Leader - Miss Myrtle Glascoe, Ass't. Social Service Coordinator, CDGM

8 - 9:30 p.m. Film

"NOTHING BUT A MAN" - A young railway worker gives up a good job to settle down and marry the preacher's daughter, a schoolteacher. His emotional adjustment to the age-old problem of earning a livelihood and supporting a family in peace and dignity becomes very difficult because the place is Alabama today and the man will not play the expected Negro role.

Sunday

6 - 8 a.m. Breakfast

7 - 8 a.m. Film
"OUR COUNTRY TOO" - Examines the inner world of the American Negro - his values, attitudes and impression of life.

Sessions 8 - 10:30 a.m. 10:30 - 1 p.m.

Two groups will alternate in attending two sessions which will run simultaneously.

#1 Citizenship Education, Part I - Lecture

The pamphlet, "Political Strength and How to Get It" will be used as a guide by the resource person.

Resource Person - Mr. James T. McCain, Director of Citizenship Education, SEDFRE, Inc.

Discussion Leader - Mrs. Annie Devine, Ass't. Director, Leadership Training, CDGM

#2 Citizenship Education, Part II - Role Playing via Video Tape

Using the pamphlet, "Political Strength and How to Get It as a guide, participants will be taught how to organize a precinct. Laboratory training methods will include demonstration, analysis and role playing.

Resource Person - Mr. Ronnie Moore

Discussion Leader - Mr. Arthur Lee Jacobs, Area Desk Administrator, CDGM

## GROUP A

| | |
|---|---|
| 8 - 10:30 a.m. | Leadership Techniques<br>- Auditorium |
| 10:30 - 1 p.m. | CDGM<br>- Conference Room Upstairs |
| 1 - 2 p.m. | Lunch |
| 2 - 4:30 p.m. | Community and Public Relations<br>- Cafeteria |
| 4:30 - 7 p.m. | The Church and Community Problems<br>- Back Auditorium |
| 7 - 8 p.m. | Dinner |
| 8 p.m. | Film |

## GROUP B

| | |
|---|---|
| 8 - 10:30 a.m. | The Church and Community Problems<br>- Back Auditorium |
| 10:30 - 1 p.m. | Leadership Techniques<br>- Auditorium |
| 1 - 2 p.m. | Lunch |
| 2 - 4:30 p.m. | CDGM<br>- Conference Room Upstairs |
| 4:30 - 7 p.m. | Community and Public Relations<br>- Cafeteria |
| 7 - 8 p.m. | Dinner |
| 8 p.m. | Film |

### GROUP C

| | |
|---|---|
| 8 - 10:30 a.m. | Community and Public Relations<br>- Cafeteria |
| 10:30 - 1 p.m. | The Church and Community Problems<br>- Back Auditorium |
| 1 - 2 p.m. | Lunch |
| 2 - 4:30 p.m. | Leadership Techniques<br>- Auditorium |
| 4:30 - 7 p.m. | CDGM<br>- Conference Room Upstairs |
| 7 - 8 p.m. | Dinner |
| 8 p.m. | Film |

### GROUP D

| | |
|---|---|
| 8 - 10:30 a.m. | CDGM<br>- Conference Room Upstairs |
| 10:30 - 1 p.m. | Community and Public Relations<br>- Cafeteria |
| 1 - 2 p.m. | Lunch |
| 2 - 4:30 p.m. | The Church and Community Problems<br>- Back Auditorium |
| 4:30 - 7 p.m. | Leadership Techniques<br>- Auditorium |
| 7 - 8 p.m. | Dinner |
| 8 p.m. | Film |

# Workshop #2 - AGENDA

TITLE: COMMUNITY LEADERSHIP DEVELOPMENT

SPONSORED BY:
CHILD DEVELOPMENT GROUP OF MISSISSIPPI
203 West Capitol Street (800 Vincent Building)
Jackson, Mississippi 39203
(601) 948-7390

SCHOLARSHIP, EDUCATION AND DEFENSE FUND
FOR RACIAL EQUALITY, INC.
150 Nassau Street
New York City, New York 10038
(201) 964-8210

PARTICIPANTS: AREA COUNCILMEN, COMMUNITY COMMITTEEMEN, AND SELECTED CITIZEN LEADERS FROM THE CDGM COUNTIES OF JONES, KEMPER, LEAKE, MADISON, NEWTON, AND RANKIN.

PLACE:
SOPHIA SUTTON MISSION
Highway 42
Prentiss, Mississippi
(601) 792-4971

DATE: DECEMBER 15 - 17, 1967

Friday

| | |
|---|---|
| 8 - 10 a.m. | Registration |
| 9:30 - 10 a.m. | General Session<br>"Why We Are Here" - Discussion by participants focusing attention on their reactions to last week's training session and night classes.<br>Mr. Edward L. Cole, Director of Leadership Training, CDGM<br>Mr. Ronnie M. Moore, Director of Leadership Development, SEDFRE,Inc. |
| 10 - 10:30 a.m. | Film<br>"WE STRUGGLE FOR OURSELVES" - Focuses on Mississippi community people struggling to organize their communities. |
| 10:30 - 10:45 a.m. | Discussion<br>Spiver Gordon, Staff Associate, SEDFRE, Inc. |

Saturday

| | |
|---|---|
| 6 - 8 a.m. | Breakfast |
| 7 - 8 a.m. | Film<br>"FREE AT LAST" - Traces the history of American Negroes from emancipation to the end of World War II. Presents the views of four major Negro figures - Frederick Douglass, Booker T. Washington, W.E.B. DuBois and Marcus Garvey. |

Sessions — Please see your group schedule (A, B, C and D) for Sessions (#1, 2, 3, 4) Time and Place

Four groups will alternate in attending four sessions which will run simultaneously.

#1 — Community Organization and Welfare Rights

A. Participants will be given an opportunity to discuss their experiences in community organization and welfare rights in their communities.

B. Introduction to Community Organization

1. Methods
2. Charts
3. Role Playing When Applicable

C. Introduction to Welfare Rights

1. How to Organize Welfare Committees
    - a. What can they accomplish?
    - b. Who should they involve?

D. What Are Laws Governing Welfare

1. Federal
2. State
3. County

**Saturday - Session #1 (continued)**

E. Film
"NO ONE TO HELP US" - Deals with New Jersey welfare mothers coming together to deal with their welfare problems.

Resource Persons - Mr. Spiver W. Gordon
Mrs. Geraldine Smith, Chairman, Hinds County Welfare Rights Committee
Mrs. Hattie Graves, Community Program Developer, Rutgers University, Newark, N.J.

Discussion Leaders - Mrs. Mamie Chinn, Mrs. Minnie Lewis - Community Program Workers, CDGM

#2 Administrative Skills

A. Policy Making
  1. How to Make Policies
  2. Who Makes Policies
  3. How Are You Affected by These Policies

B. Budget Making
  1. Auditor's Report
  2. How to Make a Budget

C. Area Council, Area Director, Area Staff
  1. Duties of Area Council
  2. Duties of Area Director
  3. Duties of Area Staff

Resource Person - Mr. David Rice, Director of Finance, CDGM

Discussion Leaders - Messrs. Arthur Jacobs, Sidney Alexander, CDGM Staff

#3 Housing

A. Introduction to Housing Programs
  1. Sweat Equity
  2. Co-ops
  3. Operation
  4. Condominiums

B. Kinds of Loans
  1. Agricultural
  2. Veterans Administration
  3. F.H.A.
  4. Senior Citizens
  5. Rent Subsidy
  6. Rural and Urban

**Saturday - Session #3 (continued)**

C. Federal Agencies (other)

1. H. U. D.
2. Farmers Home Administration

D. Participants will be given the opportunity to tell of their experiences in housing programs in their communities.

Resource Persons - Mr. Henry G. Smith, Jr., Staff Associate, SEDFRE,Inc.
Mr. Charles C. Martin, Director, Self-Help Housing Project, Delta Opportunities Corp.

Discussion Leaders - Mrs. Jacqueline Bates, Area Desk, CDGM
Mr. Edward L. Cole

#4 Negotiating Skills and How to Conduct Meetings

Training Exercises via Video Tape

Resource Person - Mr. Ronnie M. Moore
Discussion Leader - Mrs. Annie Devine, Spec. Ass't. to Director of Leadership Training, CDGM

**Sunday**

6 - 8 a.m. Breakfast

7 - 8 a.m. Film
"NEW MOOD" - Ossie Davis traces the impact of the new Negro militancy on both Negro and white Americans in the years following the 1954 Supreme Court decision on schools. Also covers the 1964 march on Washington for jobs and freedom.

Sessions 8 - 10:30 a.m. 10:30 - 1 p.m.

Two groups will attend two sessions which will run simultaneously.

#1 Film
"NOTHING BUT A MAN" - A young railway worker gives up a good job to settle down and marry the preacher's daughter, a schoolteacher. His emotional adjustment to the age-old problem of earning a livelihood and supporting a family in peace and dignity, becomes very difficult because the place is Alabama today and the man will not play the expected Negro role.

Discussion of film

Discussion Leader - Mr. Henry G. Smith, Jr.

#2 Evaluation

A. Participants will be given an opportunity to express their feelings concerning the two week-end sessions.

B. Participants will fill out evaluation forms.

Awarding of certificates
Mr. Edward Cole

### GROUP A

| | |
|---|---|
| 8 - 10:30 a.m. | Community Organization and Welfare Rights |
| 10:30 - 1 p.m. | Administrative Skills |
| 1 - 2 p.m. | Lunch |
| 2 - 4:30 p.m. | Housing |
| 4:30 - 7 p.m. | Negotiating Skills and How to Conduct Meetings |
| 7 - 8 p.m. | Dinner |
| 8 p.m. | Film |

### GROUP B

| | |
|---|---|
| 8 - 10:30 a.m. | Administrative Skills |
| 10:30 - 1 p.m. | Housing |
| 1 - 2 p.m. | Lunch |
| 2 - 4:30 p.m. | Negotiating Skills and How to Conduct Meetings |
| 4:30 - 7p.m. | Community Organization and Welfare Rights |
| 7 - 8 p.m. | Dinner |
| 8 p.m. | Film |

### GROUP C

| | |
|---|---|
| 8 - 10:30 a.m. | Housing |
| 10:30 - 1 p.m. | Negotiating Skills and How to Conduct Meetings |
| 1 - 2 p.m. | Lunch |
| 2 - 4:30 p.m. | Community Organization and Welfare Rights |
| 4:30 - 7 p.m. | Administrative Skills |
| 7 - 8 p.m. | Dinner |
| 8 p.m. | Film |

### GROUP D

| | |
|---|---|
| 8 - 10:30 a.m. | Negotiating Skills and How to Conduct Meetings |
| 10:30 - 1 p.m. | Community Organization and Welfare Rights |
| 1 - 2 p.m. | Lunch |
| 2 - 4:30 p.m. | Administrative Skills |
| 4:30 - 7 p.m. | Housing |
| 7 - 8 p.m. | Dinner |
| 8 p.m. | Film |

## TRAINING DESIGN FOR MEETINGS, PARLIAMENTARY PROCEDURES AND NEGOTIATIONS

| TIME | | TRAINING EXERCISE |
|---|---|---|
| 20 Minutes | - | 1. Elect a chairman to preside<br>2. Use parliamentary procedures<br>3. List and discuss problems that usually stop progress at meetings. |
| 20 Minutes | - | Video Tape Replay |
| 35 Minutes | - | Process analysis and discussion on how to conduct meetings, how to structure an organization, and parliamentary procedures. |
| | | TRAINING EXERCISE |
| 20 Minutes | - | 1. Situation: Your group must negotiate with OEO regarding funds for your area Community Action Program.<br>2. Select and train three negotiaters. |
| 20 Minutes | - | Video Tape Replay |
| 35 Minutes | - | Process Analysis and discussion on how to negotiate effectively. |

## PARTICIPANTS AT C.D.G.M. LEADERSHIP TRAINING WORKSHOP
## DECEMBER 8, 1967

Mrs. A. Adams, Route 1, Box 48A, Decatur, Miss. 39327
Mrs. Christela K. Agee, Route 2, Ellisville, Miss. 39437
Mrs. Daisy M. Anderson, Tougaloo, Jackson, Miss. 39174
Joe Armon, Rte. 1, Box, Lena, Miss. 39094
Mrs. Anna Lee Barnes, Route 1, Box 211, Madison, Miss. 39110
Rev. C. A. Beamon, Rt. 2, Box 77, Camden, Miss.
Fred L. Bennett, R. Box 64C, Madison, Miss. 39110
Paul Allen Beaty, Rt. #1, Box 6, Scooba, Miss. 39358
Cathlean Beaty, Rt. #1, Box 6, Scooba, Miss. 39358
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Mrs. Mary Lee Bonner, Route 2, Box 135, Laurel, Miss. 39440
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Alex Bumpire, 822 East 18, Laurel, Miss. 39440
Miss Julie R. Burton, Brandon, Rankin County, Miss.
Mrs. Mamie E. Chinn, 363-A Joe Pritchard Homes, Canton, Miss. 39046
Mr. and Mrs. Bob Coleman, 351 R. South St., Kosciusko, Miss.
Elbert Coleman, R 2, Box 288X, Flora, Miss.
Henry Clanton, Sand Hill Miss., Brandon, Miss.
Mrs. Edna Fay Clay, Rte. 3, Box 161, Brandon, Miss.
Mrs. Pauline McCall Cooper, P.O. Box 103, Tougaloo, Miss. 39174
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Miss Dorothy M. Courtney, General Delivery, Madison, Miss. 39110
Mrs. Ida Lee Caldwell, P.O. Box 53, Tougaloo, Miss. 39174
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G. Ealy, 1 Box 3, Lena, Miss. 390 ?
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Jonas Hardnly, RFD 2, B 76, Walnut Grove, Miss. 39051
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Gus Truman Hall, Rte. 4, Box 34, Carthage, Miss. 39051
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Mrs. Eleanor R. Hawkins, P.O. Box 444, Decatur, Miss. 39327
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Shirley Ann Jenkins, Value, Miss., Brandon, Miss. 13978
Levi Jenkins, Value, Miss., Brandon, Miss. 39178
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Mrs. Lulu Mae McElroy, Route 1, Box 81-A, Madison Miss. 39110
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Mrs. Rose McLemosee, Route 1, Box 265, Hattiesburg, Miss.
Mrs. Beatrice McHarris, Route 1, Box 207-B, Madison, Miss. 39110
J. C. McShepard, RFD 2, Box 180, DeKalb, Miss.
Jessie Moffett, Route 1, Box 229, Brandon, Miss.
Marshall H. Moore, 1704 - 19th Ave., Meridian, Miss. 39301
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Mrs. Georgie Moore, Route 3, Box 17, Newton, Miss. 39345
J. S. Morris, Rte. 4, Box 77, Carthage, Miss. 39051
Inez Newell, General Delivery, Pelakatchie, Miss. 39145
Gladis Henry Norton, Rte. 1, Box 100, Glen Allen, Miss.
Mrs. L. V. Overstreet, Rte. 3, Box 91A, Carthage, Miss. 39051
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Mrs. Christine Page, General Delivery, Flora, Miss. 39071
Tommie W. Perry, Jr., Rt. 4, Box 158-A, Sharon, Miss. 39163
Mrs. G. G. Ray, Rt. 4, Box 40, Kemper County, DeKalb, Miss.
W. J. Redd, Route 3, Box 22613, Brandon, Miss. 39042
Mrs. Ethel Louise Roach, Hill Crest Drive, Tougaloo, Miss. 39174
Mr. Arthur Rouser, Madison, Miss.
Samuel Rouser, Rte. 3, Box 333, Jackson, Miss. 39213
Mrs. Christine Rousser, Route 1, Box 211A, Madison, Miss. 39110
Mrs. Stella E. Ruffin, Gen. Del., Value, Miss. 39178
Willie J. Rouser, Route 3, Box 333, Hinds County, Jackson, Miss. 39213
Rev. Ellis Saddler, Route 1, Box 24-B, Madison, Miss. 39110
J. S. Shaw, Rt. 1, Box 201, Canton, Miss.
Mrs. Mary B. Shelton, General Delivery, Tougaloo, Miss. 39174
Mrs. Sarah L. Singleton, 413 Cauther St., Canton, Miss. 39046
Johnnie L. Smith, R.F.D. 1, Box 217, Madison, Miss. 39110

J. T. Smith, R. 4, Box 84, Sharon, Miss. 39046
Daisy Taylor, P. O. 456, Sand Hill, Miss. 39161
Andrew L. Thompson, P.O. Box 1, Flora, Miss. 39071
Ed Thomas, R 2, Taylorsville, Jones County, Miss.
Mrs. Missouri E. Tankaley, Rt. 2, Box 104, Collinsville, Miss. 39325
James E. Thompson, 522 S. Union, Canton, Miss.
Freddie Twigg, R. 4, Box 194, Hinds County, Jackson, Miss.
Mrs. Eva Lena Watson, County Kemper, Collinsville, Miss. 39325
Otha William, 301 North W. St., Madison County, Canton, Miss.
G. J. Womark, Route 1, Box 203, Canton, Miss.
R. L. White, 5340 Williams Dr., Jackson, Miss. 39209
Mrs. Bertha Mae Wales, 1409 Geeston St., Jackson, Miss.
Mrs. Ola D. Walker, Rte 2, Box 77, Newton, Miss. 39345
Willie S. Ware, Sharon Route 4, Box 121, Madison County, Canton, Miss.
Willie Westerfield, Route q, Box 138, DeKalb, Miss. 39328
Mrs. Susie Willis, R. #, Box 33, Decatur, Miss. 39327
Mrs. Margaret Ward, 541 Cauther, Canton, Miss. 39046
Mrs. Mary Lee Walker, Route 2, Box 61, Newton, Miss. 39345
Mr. Chester Williams, 453 Cameron St., Canton, Miss.
Jane M. Williams, Gen. Del., Scooba, Miss. 39358
Rev. P. F. Windham, R. 2, Collinsvill, Miss. 39325
Mrs. Edna Ruth Winsley, P.O. Box 557, Brandon, Miss. 39042
Ethel M. Welsh, P.O. Box 323, Kemper County, DeKalb, Miss. 39328
Mrs. Annie Mae Williams, Route 1, Box 99-A, Madison, Miss. 39110

## NEW PARTICIPANTS AT C.D.G.M. LEADERSHIP TRAINING WORKSHOP
## DECEMBER 15, 1967

* Mr. Sidney Alexander, P.O. Box 324, Rolling Fort, Miss. 39159
Mrs. Helen Margaret Allen, General Delivery, Hickory, Miss. 39332
Miss Roberta Atkins, Rl Box 250, Lena, Miss. 39094
Mr. Holiness Barnes, Rt. 1 Box 211, Madison, Miss. 39110
Nohtie Moore Bender, Route 1, Box 14, Pachuta, Miss.
* Mrs. Annie Devine, 614 West North St., Canton, Miss. 39046
Miss Fannie Mae Dukes, Rte. 1, Box 136, Lawrence, Miss. 39336
* Miss Mary Emmons, Box 3285, Jackson, Miss. 39207
Mrs. Myrtha Ree Fulton, Rte. 1 Box 84, Preston, Miss. 39354
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Miss Alice Eugene Hughes, General Delivery, Hickory, Miss. 39332
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* Mr. Arthur Lee Jacobs, 203 W. Capitol St., Jackson, Miss.
Mr. Allen L. Johnson, 517 Jefferson St., Laurel, Miss. 39440
Lillian Jones, Preston Post Office, Preston, Miss. 35394
Mr. W. M. Jorden, General Delivery, Hickory, Miss. 39332
Yvette E. LeRoy, Box 57, Tougaloo, Miss.
Mrs. Ruthie McAllister, Pilahatchie, Miss. 39145
Louisa Scott, P.O. Box 281, DeKalb, Miss. 39328
Mrs. Geraldine M. Smith, 1122 Dorsey St., Jackson, Miss. 39213
Mr. William Spencer, 903 Rose St., Jackson, Miss. 39203
Mr. Robert Sutton, General Delivery, Value, Miss. 39178
Miss Ruby Pearl Tucker, P.O. Box 62, Madison, Miss. 39110
Eva Lena Watson, Collinsvill, Miss. 39325

* CDGM personnel.

## CHILD DEVELOPMENT GROUP OF MISSISSIPPI

### Participants who Received Certificate Awards for Attendance at Workshops of Dec. 8-10 and 15-17, 1967, Conducted Jointly by CDGM and Scholarship, Education and Defense Fund for Racial Equality, Inc.

Mrs. Christola K. Agee - Jones County

Mr. Joe Armon - Leake County

Mrs. Alene Adams - Newton County

Mrs. Anna Lee Barnes - Madison County

Mrs. Mary Lee Bonner - Jones County

Mr. Q. C. Bonner - Jones County

Mrs. Lillie Bell Bridges - Leake County

Miss Julie Ree Burton - Rankin County

Rev. C. H. Beamon - Madison County

Mr. Joe E. Cotten - Madison County

Mr. J. W. Cox - Kemper County

Mrs. Dorothy Marie Courtney - Madison County

Miss Lula M. Curry - Newton County

Mrs. Endia V. Davis

Mr. Johnnie R. Griffin - Kemper County

Mr. L. V. Graves - Jones County

Mrs. Geraldine Gale - Kemper County

Mr. Dotson Glenn - Newton County

Mr. Lee Willie Hatten - Jones County

Mrs. Eleanor R. Hawkins - Newton County

Mr. Ruben Hart - Leake County

Mrs. Dovie Hudson - Leake County

Miss Annie Jones - Leake County

Mr. Eugene Jones - Rankin County

Mrs. Mae Bell Kelly - Madison County

Mrs. Zenobia L. Kincaid - Leake County

Mr. Herbert McDonald - Madison County

Mr. J. C. McShepard - Kemper County

Mrs. Leora McDonald - Kemper County

Mrs. Rose Ann McLemore

Miss Gladis H. Norton - Newton County

Mrs. L. V. Overstreet - Leake County

Mr. W. J. Redd - Rankin County

Mr. Ellis Saddler - Madison County

Mrs. Mary B. Shelton - Madison County

Mr. Johnnie Lee Smith - Madison County

Miss Daisy Taylor - Rankin County

Mrs. Missouri Tansley - Kemper County

Mr. James Thompson - Madison County

Mrs. Mary Lee Walker - Newton County

Mrs. Ethel M. Welsh - Kemper County

Mrs. Ola D. Walker - Newton County

Mrs. Annie Mae Williams - Madison County

Mr. Willie Westerfield - Kemper County

SAMPLE

SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY

# Certificate of Completion

________________________________________

has completed the Basic Course in the

## Leadership Development Program

*By awarding you this certificate we record our confidence in your increased knowledge and deepened skills as well as your desire to become a more responsive and responsible participant in the struggle for a just and democratic society. Your completion of this course is evidence of your sincere commitment to return to your community and to use these skills to develop other leaders for the Freedom Movement.*

Andrew E. Norman
PRESIDENT

Marvin Rich
EXECUTIVE DIRECTOR

Ronnie M. Moore
DIRECTOR OF LEADERSHIP TRAINING

December 17, 1967
DATE

CHILD DEVELOPMENT GROUP
OF MISSISSIPPI

DIRECTOR OF TRAINING

EXECUTIVE DIRECTOR

## MATERIALS DEVELOPMENT

### List of Publications Distributed at Workshops

Aid Victims of South Africa's Racism
Housing the Disadvantaged
Plus Values in Cooperative Housing
OWNERS Not Tenants
Political Strength - How To Get It
How to Conduct a Registration Campaign
Your Welfare Rights - New Jersey Residents Handbook of Information
Is It Wrong to Handcuff the Police?
How to File a Complaint Against Unlawful Job Discrimination
Civil Rights Under Federal Programs - An Analysis of Title VI (Civil Rights Act of 1964)
Equal Opportunity in Hospitals and Health Facilities - Civil Rights Policies Under the Hill-Burton Program
The Voting Rights Act of 1965
Facts About Title VII (of the Civil Rights Act of 1964)
Know Your Rights
The Politics of Poverty
Our Urban Poor (Promises to Keep and Miles to Go)
New Careers (A Basic Strategy Against Poverty)
The (Civil Rights:) Movement Re-examined
Enriched Bread - Spotlight on Community Organization (Church in Metropolis)
Municipal Government in Mississippi
A View of Health Facilities in Mississippi (Excerpt from Health Rights, Spring, 1966)
Simplified Parliamentary Procedure Based on Robert's Rules of Order

### List of Statements and Chart Developed for Discussion by S.E.D.F.R.E.

Community Leadership in Action (chart)
Money Raising and Publicity (August 16, 1967)
Negotiation
Negotiations Process (December, 1967)
Functioning of Social Action Groups (December, 1967)

## Obstacles To The Training Program

1. The community leaders did not believe that CDGM was serious about leadership development. In short, they did not believe that CDGM could begin any task and finish the job.
2. Many difficulties arose due to the fact that CDGM did not pay its bills. Examples: Downtowner, Masonic Temple and Summers.
3. CDGM did not adequately coordinate transportation.
4. CDGM refused to use the Mount Beulah Conference Center facilities because it was considered politically inexpedient. Many participants resented this decision.
5. One of the night classes was interrupted by John Mudd and Marvin Hoffman by calling participants out of the class to discuss CDGM's internal political affairs.

## Evaluation

The night classes and weekend workshops helped the trainees to develop self-confidence and to understand the complexity of community change. The sessions were geared to increase self-awareness, to explore norms and to develop skills. In short, we got persons to open up and express their needs and hopes.

The trainees wrestled with questions such as how to change the five major institutions, how to develop sound inter-group relations, and how to organize around "bread and butter" issues. They talked about power and self-help.

The best parties to judge the value and quality of the training are the participants. SEDFRE submits their comments for your consideration.

Attachment - Evaluations of Workshops by Participants

Recommendations

1. CDGM should seriously give leadership development top priority.

2. CDGM should continue training in local areas through night classes in each county.

3. Weekend centralized training should be continued, with emphasis on business administration, policy making and personal growth.

4. Lecture and laboratory training methods should be used because of the learning pace of the participants and the necessity for individual attention.

5. CDGM should retain a panel of trainers to evaluate SEDFRE's training effort. The following persons are suggested for this panel:

Dr. Preston Wilcox, Staff Associate
The Education Affiliate
Bedford-Stuyvesant D & S Corporation
268 Ashland Place, Brooklyn, N.Y. 11217

Mr. Weldon J. Rougeau, Field Director
Voter Education Project, Southern Regional Council, Inc.
5 Forsyth Street, N.W., Atlanta, Georgia 30303

Reverend A. J. McKnight, C.S. Sp., Director
Southern Consumers Education Foundation
P. O. Box 3005, Lafayette, Louisiana 70501

Mrs. Oretha C. Haley
Total Community Action
New Orleans, Louisiana

Persons within the CDGM structure, who may also serve on the panel, are:

Dave Rice
Reginald Robinson
Sidney Alexander
Michael O'Sullivan
Myrtle Glascoe

The panel possibly should begin its evaluation process by interviewing the participants in each county.

RMM:at

1/5/68

SCHOLARSHIP, EDUCATION AND DEFENSE
FUND FOR RACIAL EQUALITY, INC.
150 Nassau Street - Room 1030
New York, N.Y.C. 10038
Telephone: (212) 964-8210

DRAFT
NOT FOR PUBLICATION

August 16, 1967

# MONEY RAISING

# and

# PUBLICITY

Your community or voters' organization can stand or fall on whether you raise money, and get good publicity. With know-how and effort, you can do both. Success in money raising and publicity builds strong groups--organizations of real community power.

This booklet offers guide lines on these important functions.

A BASIC PRINCIPLE: Raising money and getting publicity depend first, last and all the time on good organization programs. You have to have a good thing going, or planned, before you can ask for money or try for publicity.

Are you teaching tenants rent law, city regulations, and how to get help from government agencies? Are you planning a campaign for home inprovement? Are you organizing a voter registration drive? Are you setting up a citizenship education program? Is a group of your young adults teaching neighborhood children to read? Are you organizing welfare clients to teach them welfare law, and to inform them of self-help programs? You can raise money and can get publicity on your program to meet a need.

Program, fund raising and publicity are links in one chain. Program is the first link. Publicity about the program helps fund raising. Money makes the program possible. So, first, plan the program. Better, get it started. Often, you don't have to wait for money to begin.

FUND RAISING: You must know clearly how much money you will need for the costs of the program, and for the cost of fund-raising itself. Work out a budget. Be able to show people how total organization costs compare to the costs of the program. This will help you in planning your program. It will also show your supporters that you have thought about and planned for your needs.

Appoint a fund-raising chairman. The chairman is important. He must know the organization in order to sell its program. He must know the community in order to know who to ask and for how much.

Work out the fund-raising budget. If you are going to raise money for the organization and its program, you cannot spend all the money you raise in fund-raising costs. This must be detailed. How much for publicity, how much for rental, travel, food, taxes.

Fund-raising costs should not be more than one-third of the total income. In most cases, money-raising costs should be less than one-third of the total gross. For every dollar you spend, you should expect to take in at least three.

Fund raisers should consider the maximum income to be raised, the minimum if things go wrong, maximum expenses, and the remainder for the total program.

You can cut costs in fund raising. Many people want to help. Take advantage of this. Get free performers, free halls, free printing, free everything you can. If you want to make money you have to be very careful about spending it. Do not go over the budget you have figured out. You can spend yourself into bankruptcy.

The fund-raising chairman, with help from others, appoints a fund-raising committee. The structure of this committee is critical. Give much thought to each person suggested. Each fund-raiser must be enthusiastically committed to the organization and to its program. People who ask for money must give money themselves. They must believe in the organization and its program enough to want to give. And, if a prospect asks the fund-raiser, "Have you contributed?"--the answer must be yes to get a contribution.

A standard of giving must be established. This standard will vary by the type of fund raising. If you are taking up a collection in a church you may try to establish a $1 standard. If you are soliciting a group of doctors, the standard will be higher. If you are on a street corner, it will be lower. Set the standard and do everything you can to maintain it.

Urgency. You must strike a note of urgency. DO IT NOW, GIVE NOW, is the idea. People will want to give later, tomorrow, or next week. Somehow, next week never comes. All fund-raising has to have a deadline.

KINDS OF FUND RAISING: The most common and basic form of fund raising is collection of dues from members of your organization. Dues may be a fixed amount for each member, or it may vary according to the pledge system, with some members pledging more than others. But money must come first from the members themselves. If a group cannot secure support from its own members, it cannot expect support from the outside.

The benefit is another common form of money raising. This may be a singer at a concert, for which you charge regular admission prices. You need to make at least two-thirds of the total take. Therefore, you cannot pay the performer--you must get one who will appear free for the cause. Nor should you pay for a hall or for ushers. The hall should be donated--perhaps a local church. Your own members will be the ushers. Since you should pay the out-of-pocket expenses of the performer, a signer or a single entertainer is cheaper than a band. You will want all the work (program and announcement printing, etc.) done for free that you can get, but remember that free work takes longer than paid work.

The advance price benefit can be a source of bigger money. For this, you charge more than the normal admission price--$10, $100, or even $1,000 for a seat at a performance, or a plate at a dinner--paid, as much as possible, in advance. You need a very solid committee of fund raisers to make this kind of benefit work. People on the committee must know people who have the money to pay the price and they must be willing and able to ask for money effectively. People who have the contacts but are unwilling to ask for money will be of no use to you. Nor will those who are willing and able to ask, but do not have the prestige or position to insure that the answer will be yes. For this kind of benefit, you need the most expertly chosen committee of fund raisers.

The rally. When you have a dramatic event such as a pre-election campaing or a special push on city hall, you get a free meeting place and speakers. Take up a collection. Do not wait until the end of the rally to do this. Many people will leave after the twelfth speech of the evening. Take up the collection after the most important and effective speech, in which the need for money is stressed.

Street-corner solicitation. You go from door to door with cannisters, and you approach people on the streets. This can bring in a fair amount of money. To be effective, there must be organization and advance publicity. Put posters in stores and hand out leaflets. Tell the neighborhood. In many communities, a permit from the city is required and there is a limitation on the length of the campaign and the number of such campaigns you can have in a year. Find out the regulations.

Some organizations like to sell candy and holiday cards, or run cake sales. For a small group, not much money is raised this way. It is better for organization-building and for raising sums for routine expenses to have monthly parties, where you charge for admission and for refreshments.

All ways of raising money require effort and planning.

TIMING is one of the most important problems in fund raising. Often organizations do not begin to raise money until they are broke and need it desperately. But it takes time to raise money. You cannot do most benefits overnight. It takes at least six weeks to two months to do a simple benefit when everything breaks right. Most of the time things do not break right and that means more time.

It is best to plan money raising at least a year in advance. You set up a calendar of events. There may be a membership drive in September and October, a Christmas party, a dance in March, a picnic in June. These can be in addition to monthly dues parties.

There should be a rhythm in fund raising. You cannot go to your members and the cummunity three or four times in the same month. Nor can you let too much time pass by. You'd be surprised how quickly you can be forgotten, and how quickly other organizations can move in.

Follow through. This is terribly important. Sometimes people make pledges. It is the fund-raising chairman's job to remind these people of their pledges and to get the money in. This always takes a little longer than you think it will. Be sure to say thank you. Tell all substantial donors why their money is important and how it will be used. You want to ask them for more money later. If you have thanked them, it will be easier to get another contribution later.

The newsletter is part of fund-raising. Every two months is good timing. It can be mimeographed or inexpensively printed. You send it to members, to people who have given, and to people who might give. In it, you tell of your goals, activities and progress. Send your newsletter to other organizations. The more people who know what you are doing, the better. Send it to influential persons in your community.

Remember: Always emphasize program. Don't ask for money. Do ask for money to do a specific thing.

PUBLICITY: Your first need is to choose from your organization one member to act as publicity director. He must be enthusiastic about the organization and its programs, and know every detail about them. He must be able to speak well and to present material clearly and effectively. Only he, the chairman or someone he delegates, should speak to the press. However, the role of the publicity director is to publicize the group, not himself. His name should seldom appear in print.

There will be two kinds of publicity. One will be on the organization's purposes and program. This will require long-range, continuous work. It will require good relations with the presss and as many conversations as possible with the press, giving the publicity officer a chance to explain basic aims, the need for the program, how the program operates. The other kind of publicity will be on specific events, such as a rally, or a dinner with speakers.

The publicity director can get to know the reporters of the local papers and the men and women of the radio and television stations who cover the kind of events the organization engages in. It is easy to write or telephone the newspapers, radio and television stations and ask the names of the reporters in your field. When the publicity director has a story, when he has his facts clear and straight, he can write or telephone the press asking to call on them, or asking them to visit the program in action. It is best to have the press see what you are doing. This will give the press specific, human material.

The publicity director should make himself expert in the affairs and problems of his community in order to give the press background material in addition to information on your program. This background information will make your story more important and you will get better, more extensive coverage.

The publicity director must at all times be absolutely frank and honest with the press. He must build a reputation as a reliable source of information. If he does not know the answer to a question, he must say, "I do not know about that." If the press hears about a matter that is not ready for publicity, the publicity director will say that he is not ready to discuss it. The publicity director should control his relations with the press, and not be over-awed by it, or allow reporters to push him into making statements he doesn't want to make.

If the press wishes to interview the president of your organization, the publicity director will arrange the meeting and discuss in advance with the president what approach to take, what to emphasize. Should the press wish to interview any other member of your organization, the same procedure should be followed. Discussing in advance what you want to say, what the press is likely to ask, and getting facts straight ahead of time, helps clear everyone's mind. It is very useful.

When your organization has planned an event--a rally with speeches, a dinner--the public relations part of the project should be planned in advance. A few days' notice to the press may mean you get coverage, whereas if you wait until the day of the event, you may not get coverage. National magazines, network television and the big newspapers will appreciate an advance notice. Mail a mimeographed news release, or telephone, or do both.

Stress the unusual part of your news event. If there is anything "catchy" about what you are doing or plan to do, tell it to the newsmen, put it in the press release. Will your event be the first of its kind, or break new ground in some way, or show some special kind of interesting spirit? What important names are connected with it? The news business is tricky and the publicity officer should develop a feeling for the best way of interesting reporters.

In dealing with reporters at a specific event, a dinner or rally, remember that the reporter may be tired, or short-speaking, or unsympathetic. Whatever the reporter's attitude, keep your cool. Answer every question accurately and briefly. Be sure of all your facts. Never give false information and never exaggerate. Keep your good reputation for reliability and calm. You cannot control what the reporter writes, but in giving him accurate facts in a clear way, you have a right to hope for a fair story.

A publicity director who can telephone a reporter or a columnist when he has an interesting story or an important development to report is of utmost value to his organization. The organization that gets its story across to the public gets support, including financial support, when it needs it. Good coverage in newspaper, radio or television gives members of the organization a sense of solidity and importance.

# NEGOTIATION

by
Ronnie M. Moore

Negotiation is bargaining. It is a state which exists because two parties desire something that is scarce or requires sharing. Further, it assumes that the two parties intend to work together in the future. Therefore, no side can win all. There must be give and take.

## Preparing Negotiations

The first step is to know your goals. Of course, you will shoot for the sky, but you must be ready to compromise. The goals must be set by your group. Several questions should be asked:

1. What do we want?
2. What shall we accept?
3. What shall we definitely reject?

One of the big problems is, at what time do you begin to put forth suggestions for compromise. What are you willing to trade away? What must you get in return? Who is going to be the "tough guy?" Who is going to be "reasonable?" Does the reasonable person sit in on the negotiations from the beginning or only when "the break" is imminent.

The second step is to plan your tactics. These suggestions may help.

1. Know the members of your team. Plan a role or function for each member.

2. Develop a system to communicate while you are negotiating.

3. Brainstorm through, "if; then what?"

4. Know your weak and strong points.

5. Don't underestimate your opposition. Therefore, develop defense, offense and counter moves.

Role playing is always helpful.

## Negotiators and the Group

The ultimate responsibility, authority, and final decision must rest with the group. Negotiators should not close any deals without getting approval from the group. Negotiators and the group should be clear on what the negotiators can or cannot do.

# NEGOTIATIONS PROCESS

By Carl Rachlin 12/67

Negotiations for a community organization representing not only its own members but other persons in the community, involves obtaining benefits by peaceful discussion with groups or persons who have the power to grant the benefits required.

In this process then the first step is to decide what the goals are in any particular area; in other words what the ultimate benefits to be obtained are. To stop pain we have to find the cause;this is true both in medical conditions as well as social conditions. General courses of help cannot eliminate causes of pain. Thus the first step is to determine what the goal is in order to ease the pain.

The second step involves analyzing and deciding what is the problem, and who has the power to affect the changes required; is it the City Council, is it a Commissioner or is it some one in the State Capitol or State Legislature.

The next item, which may well be the most important, requires the learning of everything there is to know about the facts in the particular situation. Effort and manpower are the ingredients and there is no substitute. For example, if in so many communities, the Negro section of the community has inferior streets and inferior sewers, a factual survey should be made on a broad level comparing Negro streets to white street, showing block by block, the lack of paving, sidewalks, streets and the condition of the sewage. If you know your facts specifically, the wool cannot be pulled over your eyes when you sit down to discuss the problem. This way the opposition knows you mean business and are not merely crying.

In a school situation, we must know item by item, the conditions in the Negro school as compared with the white, how old is the building, the number of children in the classroom, how well-trained are the teachers, what are the lunchroom facilities, library facilities;are the transportation facilities equal to that of the white children.

The next item that must be analyzed concerns your strengths and weaknesses as well as the strengths and weaknesses of the opposition in this situation; is this an economic problem or a political problem ? This is important to know because it may be a means of dividing you opposition. If it is an economic problem,the political persons may support and help you in the economic battle you are about to engage in, on the other hand should this be a political battle it may be possible to enlist persons in the community with economic strength, such as storekeepers, to support the political battles such as the improvement of schools or streets. Try not to let the opposition unite against you.

In other words it is very important to analyze the nature of the opposition and how they may be divided;not in all cases can this be done but unless the analysis is made it will never be done, even in cases where it can be done, and you have a united opposition against you.

Thus the process of negotiation requires a tremendous amount of preparation. We must know our goals, our facts and who is it that has the power to drant the demand made by the community organization on behalf of the people and furhtermore, we must know the nature of our power and the strength and weakness of it.

When these matters have been taken care of in the proper way, only then is it possible to sit down with the opposition and begin the process of negotiation. As soon as the opposition sees that you understand your goals, know your facts, know from whom the result may be obtained, the opposition is then placed in a defensive position. While negotiation is conversation between two groups of people, underlying this conversation is either respect or contempt;and if you your goals and your facts and what can be obtained from the opposition, the opposition must respect you whether it likes you or not. In this kind of situation it is well to be loved, but more important to be respected -- love alone without respect is not likely to produce good results, respect alone may. Obviously, both are important but not always possible.

With this background the negotiation process is not complicated; it is only complicated when the background has not been throughly explored. To say that it is not complicated does not mean however, that the objectives will be obtained easily, it merely means that the opposition, should it try to pull the wool over your eyes, will not be successful and that it can be constantly brought back to stick to the point.

How one behaves in a negotiating session may vary with the particular circumstances. Above all, one must never lose one's temper...at all times have control of what you say... this does not mean however, that there may not be occasions when you may wish to act out temper, but this is "role playing" to shake up the opposition but at the same time retaining complete control of yourself.

From experience it is probably wise to select one person from the committee meeting with the opposition to be the chief spokesman.

## Negotiations Process

Even though particular people on the committee may be specifically prepared to discuss certain aspects of the problem, it is generally wiser to let the spokesman indicate when one of the other members of the committee should speak up. This will have at least two effects;it will gain further respect from the opposition because the opposition will see a demonstration of a disciplined team, which will inevitably frighten the opposition and secondly, it will not result in anyone accidently blurting out something that should not be said at that time.

During the course of this discussion, it is generally useful to take a break every so often for a few minutes to make certain that the entire negotiations team is in agreement up to this point and secondly, perhaps more important, tentative decisions may have to be made in the tactics to be used to obtain the ultimate ends or goals. Not in every situation can the goal be obtained in one step, some terms may have to be intermediate achievements leading to the goal. So long as the goal is clearly in mind, there will not be confusion as to whether the intermediate step brings us near to the goal or is merely a diversionary offer by the opposition in order to confuse us.

While negotiations are a peaceful process the opposition must clearly know the nature of the strength behind the negotiating team whether it be political or economic. If the matter of strength is clearly understood and discipline and knowledge are seen, the chances for success is greater. While the logical and factual arguments are important, nevertheless the strength must be known in a subtle way to the opposition.

However one acts and how forceful one appears, depends on the circumstances and as learned by experience,for which there is no substitute. What we have said above are merely guidelines which we hope are useful, but may require modifications depending on the specific situations.

One must merely keep in mind that the tactics one uses are designed to achieve a goal and not to be confused with the goals themselves.

SEDF:CR/gn

# FUNCTIONING OF SOCIAL ACTION GROUPS

## Objectives

In any group activity there is some proposed task or goal to be achieved. One of the major problems in the effective operation of a social action group is developing shared understandings, acceptance and real commitment to the group's objectives.

It is important that this understanding and commitment be shared equally by board, by staff and by members.

Board: Almost all organizations function with a board or an executive committee. The board usually has four major functions to perform. These are:

1. Set broad policy guidelines
2. Insure planning for the future
3. Hire top staff
4. Secure the basic funds for the organization

The day-to-day functioning of the staff should more properly be left to the responsibility of the director. Of course, some organizations do not have staff. In that case, the chairman of the board or the president of the organization performs most of the staff functions. It is important that the presiding officer and chairman have tact and common sense.

## Task and Maintenance Functions

In general, a social action group must meet two sets of needs if it is to work smoothly and maintain good moral.

1. It must make progress in accomplishing its goal or its task.

2. It must meet the emotional need of its members to feel a part of the group, to be respected and to express themselves.

The first set of requirements are called task functions. The second set are called maintenance functions. A group must handle both problems effectively. In an ideal group, each member feels a responsibility to help the others meet both sets of requirements. In an ideal group, each member also has the skills to do this. That is the ideal, and people can develop, learn and grow to approximate this ideal.

1. Task functions include:
   a. Initiating - trying to get things started, to get new ideas before the group and to get the group moving towards the goal.

   b. Regulating - controlling the speed and direction of the group's movement towards its goals by calling attention to the time, the agenda, the remaining work to be done.

c. Informing - getting information to the members by asking questions, giving information, canvassing the group.

d. Supporting - trying to help someone else who has started push an idea, helping others who are fumbling toward the start.

e. Evaluating - finding out how much agreement there is about something. Evaluating where the group is.

II. Maintenance functions:

a. Supporting - trying to give emotional support to other members by remarks, by careful listening, by nods of approval.

b. Inclusion - trying to get silent members into the discussion so that they may feel a part of things.

c. Expressing feelings - by expressing the feelings you have, you let someone else know what effect he is having. By owning up to them as yours, you leave him free to respond in any way he wants; he is less likely to feel that you are trying to control him because you have left him the possibility of rejecting what you said.

d. Tension reduction - trying to reduce tension in the group by a joke or steering the discussion to a more acceptable topic or subject.

e. Standard setting - trying to make the group aware of the habits it has developed at any point in its progress. For example, "for the last five minutes we have been looking for somebody to blame," or we have been depending on Ronnie for everything.

## Types of Meetings

There are, of course, many types of meetings: The mass meeting, the legislative meeting, meeting of the committee, etc. Obviously, the procedure at a meeting called to elect officers or transact other business is usually more formal. It is at this point that parliamentary procedure is more likely to be used. Parliamentary law is built upon the principle that rights must be respected: rights of the majority, of the minority, of individuals, of absentees, and the rights of all of these. Fundamentally, under parliamentary law the body is a free agent--free to do what it wants to, with the greatest measure of protection to itself.

In formal meetings the Order of Business generally calls for:

1. Reading of the minutes.
2. Reports of the permanent committees.
3. Reports of special committees.
4. Unfinished business and new business.

It is usually best for the agenda to be made known to the members beforehand. Parliamentary procedure is not generally used in committee meetings, in workshops or in other informal sessions. There are a number of reasons for this.

1. Many people do not know parliamentary law well.
2. Frequently it is more important to get a consensus of all or almost all of the members than to make decisions by majority vote.

You have a consensus when almost all the members either agree with the policy or are willing to say, "I am not sure, but I am willing to try." The consensus insures that the decision has the full support that it needs to be carried out effectively. Sometimes it is obvious that the group is almost evenly divided. It is often better to postpone a vote, modify the proposal, bring the differing sides together and keep the discussion going until a consensus is reached. It is important to pay special attention to the silent people. They may have thought of a way out of the difficulty. This should not be used to let a minority frustrate the will of the group, but it should be used to insure the broadest possible agreement.

In a good working group, a decision is always tentative. In affect, the people say: "This is what we would like to do now, if we learn differently we will change our minds." This way of playing it loose gives the group flexibility and makes it possible to act quickly and effectively to meet changing conditions. It is better not to rush into a decision. And, it is best to understand that a vote is only a tentative decision. Do not be afraid to try to reverse a bad decision if need be. But if you do reverse a bad decision, make sure that you have a conscious consensus.

In general, organizational rules should be made to fit the needs of the organization and the psychology of the members.

MR:jt

December, 1967

TITLE OF WORKSHOP COMMUNITY LEADERSHIP DEVELOPMENT

PLACE SOPHIA SUTTON MISSION DATE 12/8-10/67, 12/15-17/67

ADDRESS HIGHWAY # 42, PRENTISS, MISS. ORGANIZATION C.D.G.M.

# E V A L U A T I O N

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | ✓ | | |
| CDGM - How it Works | | ✓ | | |
| Citizenship Education | ✓ | ✓ | | |
| Community Organization and Welfare Rights | | | | |
| Community Public Relations | | ✓ | | |
| Housing | | ✓ | | |
| Leadership Techniques | ✓ | ~~✓~~ | | |
| Negotiating skills and How to Conduct a Meeting. | | ✓ | | |
| The Role of the Church today and Community Problems | | ✓ | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | ✓ | | |
| "Omawale" | ✓ | | | |
| "Our Country Too" | | | | |
| "The Negro and the South" | | ✓ | | |
| "The New Mood" | ✓ | ✓ | | |
| "No One to Help Us" | | | | |
| "Nothing But a Man" | | ✓ | | |
| "We Struggle for Ourselves" | ✓ | | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | | ✓ | | |

Leak Co

Please Write in your County

V1. What did you like best?

V. What did you like least?

Vl. These workshops have helped me in the following way (s).

1. Better ways to work as a committeeman in my community's Program

2.

3.

4.

Vll. Comments

S.E.D.F.R.E
150 Nassau Street Rm. 1030
New York, N.Y. 10038

TITLE OF WORKSHOP COMMUNITY LEADERSHIP DEVELOPMENT

PLACE SOPHIA SUTTON MISSION DATE 12/8-10/67, 12/15-17/67

ADDRESS HIGHWAY # 42, PRENTISS, MISS. ORGANIZATION C.D.G.M.

## E V A L U A T I O N

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | / | | | |
| CDGM - How it Works | | / | | |
| Citizenship Education | | / | | |
| Community Organization and Welfare Rights | / | | | |
| Community Public Relations | | | / | |
| Housing | | | / | |
| Leadership Techniques | | / | | |
| Negotiating skills and How to Conduct a Meeting. | | / | | |
| The Role of the Church today and Community Problems | | | / | |

11. Rate the Films. all good /

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | / | | |
| "Omawale" | | | | |
| "Our Country Too" | | / | | |
| "The Negro and the South" | | | / | |
| "The New Mood" | | / | | |
| "No One to Help Us" | | | / | |
| "Nothing But a Man" | | / | | |
| "We Struggle for Ourselves" | | / | | |

111. Rate Your Night Classes. /

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | | | | |
| Newton County | | | | Yes |

Please Write in your County

V1. What did you like best?

Class work

V. What did you like least?

VI. These workshops have helped me in the following way (s).

1. in of Government politic how to ar

2. How too run Biness of church and. other

3. the Best. of training political afair

4. I.S.J. it was the Best train for me in This Program it cood not be beat any were

VII. Comments

S.E.D.F.R.E
150 Nassau Street Rm. 1030
New York, N.Y. 10038

TITLE OF WORKSHOP COMMUNITY LEADERSHIP DEVELOPMENT

PLACE SOPHIA SUTTON MISSION DATE 12/3-10/67, 12/15-17/67

ADDRESS HIGHWAY # 42, PRENTISS, MISS. ORGANIZATION C.D.G.M.

## EVALUATION

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | ✓ | | | |
| CDGM - How it Works | | ✓ | | |
| Citizenship Education | | ✓ | | |
| Community Organization and Welfare Rights | | | | |
| Community Public Relations | | ✓ | | |
| Housing | | ✓ | | |
| Leadership Techniques | | ✓ | | |
| Negotiating skills and How to Conduct a Meeting. | ✓ | | | |
| The Role of the Church today and Community Problems | | ✓ | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | ✓ | | |
| "Omawale" | ✓ | | | |
| "Our Country Too" | | ✓ | | |
| "The Negro and the South" | | ✓ | | |
| "The New Mood" | ✓ | | | |
| "No One to Help Us" | | ✓ | | |
| "Nothing But a Man" | | ✓ | | |
| "We Struggle for Ourselves" | ✓ | | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | | | | |
| Leak Co. | | ✓ | | |

Please Write in your County

V1. What did you like best?

V. What did you like least?

Vl. These workshops have helped me in the following way (s).

1. To. Under Stand Better Wayz to Work
Withe My Comunity and the Progrom

2.

3.

4.

Vll. Comments

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## EVALUATION

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | ✓ | | understanding |
| CDGM - How it Works | | ✓ | | |
| Citizenship Education | | ✓ | | |
| Community Organization and Welfare Rights | | ✓ | | |
| Community Public Relations | ✓ | | | |
| Housing | | ✓ | | |
| Leadership Techniques | | ✓ | | |
| Negotiating skills and How to Conduct a Meeting. | | ✓ | | |
| The Role of the Church today and Community Problems | | ✓ | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | ✓ | | |
| "Omawale" | | ✓ | | |
| "Our Country Too" | | ✓ | | |
| "The Negro and the South" | | ✓ | | |
| "The New Hood" | | | | |
| "No One to Help Us" | | | | |
| "Nothing But a Man" | | ✓ | | |
| "We Struggle for Ourselves" | | ✓ | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Leake Co. | | ✓ | | |

Please Write in your County

V1. What did you like best? ~~Leake Co.~~

Leadership Techniques + How the trainer and director let the group answer their own question

V. What did you like least?

VI. These workshops have helped me in the following way (s).

1. More determined to go back to my county and do something about the problem

2. A better understanding how to organize

3.

4.

VII. Comments

I think the workshop were real good. We need more of these kind of workshop.

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## EVALUATION

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | | | |
| CDGM - How it Works | | | | |
| Citizenship Education | | ✓ | | |
| Community Organization and Welfare Rights | | ✓ | | |
| Community Public Relations | | ✓ | | |
| Housing | | | | |
| Leadership Techniques | | ✓ | | |
| Negotiating skills and How to Conduct a Meeting. | | ✓ | | |
| The Role of the Church today and Community Problems | | ✓ | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | ✓ | | |
| "Omawale" | | | | |
| "Our Country Too" | | | | |
| "The Negro and the South" | | | | |
| "The New Hood" | | ✓ | | |
| "No One to Help Us" | | | | |
| "Nothing But a Man" | | ✓ | | |
| "We Struggle for Ourselves" | | | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Leake County | | | | |

Please Write in your County

Vl. What did you like best?

These are the Classes the Rall of the Church. an way. [illegible] Contributive Class

V. What did you like least?

VI. These workshops have helped me in the following way (s).

1. The workshops helps me to more determined
to work in my Community and help organize
2. our Country

3.

4.

VII. Comments

The program is real helpful
to me

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## EVALUATION

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | ✓ | | |
| CDGM - How it Works | | ✓ | | |
| Citizenship Education | | ✓ | | |
| Community Organization and Welfare Rights | | ✓ | | |
| Community Public Relations | | ✓ | | |
| Housing | | ✓ | | |
| Leadership Techniques | | ✓ | | |
| Negotiating skills and How to Conduct a Meeting. | | ✓ | | |
| The Role of the Church today and Community Problems | | ✓ | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | ✓ | | |
| "Omawale" | | | | |
| "Our Country Too" | | ✓ | | |
| "The Negro and the South" | | ✓ | | |
| "The New Mood" | | | | |
| "No One to Help Us" | | | | |
| "Nothing But a Man" | | ✓ | | |
| "We Struggle for Ourselves" | | ✓ | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | | ✓ | | |

Please Write in your County Rankin

V1. What did you like best?

Negotiating skills and how to conduct a meeting. + Community organization on Welfare night.

V. What did you like least?

I like the housing least, because you have to put all of your bonds together, or sell over [illegible] to son or daughter incase of something happen that you will have some left. an then the money go to housing project, an you get the receits

VI. These workshops have helped me in the following way (s).

1. The workshop has help me to Know how to Conduct an organize better

2. The workshop also has help me two Know who is the leader, you can be leader

3.

4.

VII. Comments

I also enjoyed different activities.

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## EVALUATION

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | ✓ | | Under standing |
| CDGM - How it Works | | | | |
| Citizenship Education | | | | |
| Community Organization and Welfare Rights | | ✓ | | |
| Community Public Relations | ✓ | | | |
| Housing | | | | |
| Leadership Techniques | | | | |
| Negotiating skills and How to Conduct a Meeting. | | ✓ | | |
| The Role of the Church today and Community Problems | | | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | ✓ | | |
| "Omawale" | | | | |
| "Our Country Too" | | | | |
| "The Negro and the South." | | ✓ | | |
| "The New Mood" | | | | |
| "No One to Help Us" | | | | |
| "Nothing But a Man" | | ✓ | | |
| "We Struggle for Ourselves" | | ✓ | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Freake Co. | | | | |

Please Write in your County

Vl. What did you like best?

[illegible] techniques [illegible] the [illegible]

[illegible] at the [illegible]

V. What did you like least?

VI. These workshops have helped me in the following way (s):

1. mostly [illegible] to [illegible] [illegible]
[illegible] day and [illegible] [illegible]

2. A little [illegible] how to [illegible]

3.

4.

VII. Comments

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## EVALUATION

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | ✓ | | | |
| CDGM - How it Works | ✓ | | | |
| Citizenship Education | | ✓ | | |
| Community Organization and Welfare Rights | ✓ | | | |
| Community Public Relations | | ✓ | | |
| Housing | | | ✓ | |
| Leadership Techniques | | ✓ | | |
| Negotiating skills and How to Conduct a Meeting. | ✓ | | | |
| The Role of the Church today and Community Problems | ✓ | | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | ✓ | | |
| "Omawale" | | | | |
| "Our Country Too" | | | | |
| "The Negro and the South" | | | | |
| "The New Mood" | | | | |
| "No One to Help Us" | | | | |
| "Nothing But a Man" | | ✓ | | |
| "We Struggle for Ourselves" | | | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | | | ✓ | by peoples talking and asking more questions |

Kemper County

Please Write in your County

V1. What did you like best?

Leadership Techniques & The role of the Church today and Community Problems

V. What did you like least?

VI. These workshops have helped me in the following way (s).

1. To help the Community to become organized. And to get the Community to see their mistakes by not voting

2. And to talk and help the People of my Community about voting

3.

4.

VII. Comments

I think these workshops has been a great help to us.
And i wish we could have them more regular in our Community

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ADDRESS HIGHWAY # 42, PRENTISS, MISS. ORGANIZATION C.D.G.M.

# EVALUATION

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | ✓ | | | |
| CDGM - How it Works | ✓ | | | By walking Togetha |
| Citizenship Education | ✓ | | | |
| Community Organization and Welfare Rights | ✓ | | | |
| Community Public Relations | ✓ | | | |
| Housing | | ✓ | | |
| Leadership Techniques | ✓ | | | |
| Negotiating skills and How to Conduct a Meeting. | ✓ | | | |
| The Role of the Church today and Community Problems | ✓ | | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | X | | | |
| "Omawale" | ✓ | | | |
| "Our Country Too" | | ✓ | | |
| "The Negro and the South" | ✓ | | | |
| "The New Mood" | | ✓ | | |
| "No One to Help Us" | ✓ | | | |
| "Nothing But a Man" | ✓ | | | |
| "We Struggle for Ourselves" | ✓ | | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | ✓ | | | |

Kemper

Please Write in your County

V1. What did you like best? I liked How the Leaders Conducted all Classes.

V. What did you like least?

I liked all The Films
All were Excellent

Vl. These workshops have helped me in the following way (s).

1. How to become a better Citizen in my Community.
2. How to Cooperate In classes
How to deal in Political.
3. To organize my People in my Community
4. Learning to work Together
Stand Up stand be counted

Vll. Comments

I Hope that C.D.G.M. will Continue in our County of [illegible]

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## EVALUATION

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | | | ✓ |
| CDGM - How it Works | ✓ | | | |
| Citizenship Education | | | | ✓ |
| Community Organization and Welfare Rights | | ✓ | | |
| Community Public Relations | | | | ✓ |
| Housing | ✓ | | | |
| Leadership Techniques | | | | ✓ |
| Negotiating skills and How to Conduct a Meeting. | | | | ✓ |
| The Role of the Church today and Community Problems | | | | ✓ |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | | | |
| "Omawale" | | | | |
| "Our Country Too" | | | | |
| "The Negro and the South." | ✓ | | | |
| "The New Mood" | | | | |
| "No One to Help Us" | | | | |
| "Nothing But a Man" | ✓ | | | |
| "We Struggle for Ourselves" | | | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | | | | ✓ |

Kemper County 35.03
Please Write in your County

V1. What did you like best?

Policy making — CDGM - How it works

V. What did you like least?

There could have been improvement in the Role of the Church today & Community Problems.

VI. These workshops have helped me in the following way (s).

1. How to Conduct meetings
2. How to approach the people in the Community in order to gain Their Cooperation
3. Obtained information on Housing that I have wanted.
4. Got a better understanding of CDGM - How it Works

VII. Comments

I hope that ~~it~~ in the near future more of our people can participate in the workshops. If these workshops are brought to our Communities it will be more effective.

Time can be saved if each one would stick to the Subject and not go on a wild goose chase

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## E V A L U A T I O N

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | ✓ | | | |
| CDGM - How it Works | | ✓ | | |
| Citizenship Education | | ✓ | | |
| Community Organization and Welfare Rights | | ✓ | | |
| Community Public Relations | ✓ | | | |
| Housing | ✓ | | | |
| Leadership Techniques | | ✓ | | |
| Negotiating skills and How to Conduct a Meeting. | | | ✓ | |
| The Role of the Church today and Community Problems | | ✓ | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | ✓ | | | |
| "Omawale" | | | | |
| "Our Country Too" | | ✓ | | |
| "The Negro and the South" | | ✓ | | |
| "The New Hood" | | | | |
| "No One to Help Us" | | ✓ | | |
| "Nothing But a Man" | | | | |
| "We Struggle for Ourselves" | ✓ | | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | | ✓ | | |

Jasper + Smith

Please Write in your County

Vl. What did you like best?

Administrative Skills

V. What did you like least?

The long debate on police
making [illegible]

VI. These workshops have helped me in the following way (s).

1. These workshops have helped me
to understand the problems of
2. the community of which I live
and how to deal with [illegible]

3.

4.

VII. Comments

wish that this kind of workshop
had been started long before now

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## EVALUATION

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | Good | | |
| CDGM - How it Works | | ✓ | | |
| Citizenship Education | ✓ | A | | |
| Community Organization and Welfare Rights | ✓ | | | |
| Community Public Relations | ✓ | G | | |
| Housing | | | ✓ | ✓ |
| Leadership Techniques | ✓ | ✓ | | |
| Negotiating skills and How to Conduct a Meeting. | ✓ | | | |
| The Role of the Church today and Community Problems | | ✓ | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | ✓ | | | |
| "Omawale" | | | | |
| "Our Country Too" | | | | |
| "The Negro and the South" | ✓ | | | ✓ |
| "The New Hood" | ✓ | | | |
| "No One to Help Us" | | | ✓ | ✓ |
| "Nothing But a Man" | ✓ | | | |
| "We Struggle for Ourselves" | ✓ | | | ✓ |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Kemper Co. | | | | |
| | | | | C.D.G.M. |

Please Write in your County

V1. What did you like best?

I Like all title, hilp to understand

Something not tell about the Housing

V. What did you like least?

The Housing Some thing I fail to get understanding about. I like all the other title I was excellent

VI. These workshops have helped me in the following way (s).

1. it Help How in Business organization are Conduct.

policy 2. I Learn Some thing welfare Rights C public relations. I Learn many

3. thought from title.

personnel.

4. I wish to Say more. I have Learn from all.

VII. Comments

I think if I should get the Chance to be in this in our Community I can be Some Help.

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# EVALUATION

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | | | |
| CDGM - How it Works | | | | |
| Citizenship Education | | | | |
| Community Organization and Welfare Rights | | X | | |
| Community Public Relations | | X | | |
| Housing | | | | |
| Leadership Techniques | | X | | |
| Negotiating skills and How to Conduct a Meeting. | | | | |
| The Role of the Church today and Community Problems | | | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | X | | |
| "Omawale" | | | | |
| "Our Country Too" | | | | |
| "The Negro and the South" | | | | |
| "The New Mood" | | X | | |
| "No One to Help Us" | | | | |
| "Nothing But a Man" | | | | |
| "We Struggle for Ourselves" | | | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | | X | | |

Kemper
Please Write in your County

Vl. What did you like best?

The New Mood. flim. Was my Choice.

V. What did you like least?

VI. These workshops have helped me in the following way (s).

1. I have learn More About Community Organization And Welfare Rights.
2. How to set up Program in My Community And how get People Aware of What is Need is
3. Who Make Policy. I have learn that Congress Make Policy.
4. How to get understanding.

VII. Comments

The flim About The New Mood let us no that We Must have Courage And Determination. If I try And Dont Succeed Try and Try again for We get No gain With pain.

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## EVALUATION

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | | | |
| CDGM - How it Works | | | | |
| Citizenship Education | | | | |
| Community Organization and Welfare Rights | | X | | |
| Community Public Relations | | X | | |
| Housing | | X | | |
| Leadership Techniques | | X | | |
| Negotiating skills and How to Conduct a Meeting. | X | | | |
| The Role of the Church today and Community Problems | X | | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | X | | |
| "Omawale" | | X | | |
| "Our Country Too" | | X | | |
| "The Negro and the South" | X | | | |
| "The New Mood" | | X | | |
| "No One to Help Us" | | X | | |
| "Nothing But a Man" | | X | | |
| "We Struggle for Ourselves" | X | | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | X | | | X |

Kemper County

Please Write in your County

V1. What did you like best?

Community organization and Welfare Right

V. What did you like least?

our country To day could be improved by

VI. These workshops have helped me in the following way (s).

1. The workshop have helped me in many ways I think that I can go in my at home and do some good

2.

3.

4.

VII. Comments

We need these workshops in our Community

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TITLE OF WORKSHOP COMMUNITY LEADERSHIP DEVELOPMENT

PLACE SOPHIA SUTTON MISSION DATE 12/8-10/67, 12/15-17/67

ADDRESS HIGHWAY # 42, PRENTISS, MISS. ORGANIZATION C.D.G.M.

## EVALUATION

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | ✓ | | | |
| CDGM - How it Works | | ✓ | | |
| Citizenship Education | ✓ | | | |
| Community Organization and Welfare Rights | | ✓ | | |
| Community Public Relations | | ✓ | | |
| Housing | ✓ | | | |
| Leadership Techniques | ✓ | | | |
| Negotiating skills and How to Conduct a Meeting. | | ✓ | | |
| The Role of the Church today and Community Problems | | ✓ | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | ✓ | | | |
| "Omawale" | | | | |
| "Our Country Too" | ✓ | | | |
| "The Negro and the South" | ✓ | | | |
| "The New Hood" | | ✓ | | |
| "No One to Help Us" | | ✓ | | |
| "Nothing But a Man" | ✓ | | | |
| "We Struggle for Ourselves" | ✓ | | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | | ✓ | | |

Kemper

Please Write in your County

V1. What did you like best?

We Struggles for ourselves

V. What did you like least?

VI. These workshops have helped me in the following way (s).

1. IT have helped me to under Stand how to Solve Problems.

2. it have helped Me learn how to learn organized our Community

3.

4.

VII. Comments

Comments on Community Organization and Welfare Right it learn me better how to Speak out for our rights.

S.E.D.F.R.E
150 Nassau Street Rm. 1030
New York, N.Y. 10038

TITLE OF WORKSHOP COMMUNITY LEADERSHIP DEVELOPMENT

PLACE SOPHIA SUTTON MISSION DATE 12/8-10/67, 12/15-17/67

ADDRESS HIGHWAY # 42, PRENTISS, MISS. ORGANIZATION C.D.G.M.

## EVALUATION

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | | | |
| CDGM - How it Works | | | | |
| Citizenship Education | | | | |
| Community Organization and Welfare Rights | | X | | |
| Community Public Relations | | | | |
| Housing | X | | | |
| Leadership Techniques | | | | |
| Negotiating skills and How to Conduct a Meeting. | | X | | |
| The Role of the Church today and Community Problems | | | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | ✓ | | |
| "Omawale" | | | | |
| "Our Country Too" | | | | |
| "The Negro and the South" | | | | |
| "The New Mood" | X | | | |
| "No One to Help Us" | | | | |
| "Nothing But a Man" | | | | |
| "We Struggle for Ourselves" | | ✓ | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | | | | |

Kemper

Please Write in your County

V1. What did you like best?

The 'new mood

V. What did you like least?

VI. These workshops have helped me in the following way (s).

1. It help me in many way how to help people in welfare organization
2. and how to help people in Housing
3.
4.

VII. Comments

If you Bring more workshops in our community it will help more people and it mind the film show in our community The new mind I thank it will help our community

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ADDRESS HIGHWAY # 42, PRENTISS, MISS. ORGANIZATION C.D.G.M.

# E V A L U A T I O N

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | ✓ | | |
| CDGM - How it Works | | ✓ | | |
| Citizenship Education | | ✓ | | |
| Community Organization and Welfare Rights | ✓ | | | |
| Community Public Relations | | ✓ | | |
| Housing | | ✓ | | |
| Leadership Techniques | ✓ | | | |
| Negotiating skills and How to Conduct a Meeting. | ✓ | | | |
| The Role of the Church today and Community Problems | ✓ | | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | | | |
| "Omawale" | | | | |
| "Our Country Too" | | | | |
| "The Negro and the South" | ✓ | | | |
| "The New Hood" | ✓ | | | |
| "No One to Help Us" | ✓ | | | |
| "Nothing But a Man" | ✓ | | | |
| "We Struggle for Ourselves" | | ✓ | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | | ✓ | | |

Kemper

Please Write in your County

Vl. What did you like best?

1 Leadership techniques

The role of the church today and community Problems

V. What did you like least?

VI. These workshops have helped me in the following way (s).

1. I have learn how to organize the Community

2. They have help me in conducting a meeting

3. I have learn All about the Problems of our State And the way I can help

4. in Solving them.

VII. Comments

I think we need more workshop of this kind And it was Conducted nice.

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ADDRESS HIGHWAY # 42, PRENTISS, MISS. ORGANIZATION C.D.G.M.

## EVALUATION

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | Good | + | | |
| CDGM - How it Works | Yes | | | |
| Citizenship Education | Good | | | |
| Community Organization and Welfare Rights | Pair | | | |
| Community Public Relations | | | | |
| Housing | | | | |
| Leadership Techniques | Good | | | |
| Negotiating skills and How to Conduct a Meeting. | Yes | | | |
| The Role of the Church to-day and Community Problems | | | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | + | | |
| "Omawale" | | + | | |
| "Our Country Too" | | + | | |
| "The Negro and the South" | | | + | |
| "The New Hood" | | Good | | |
| "No One to Help Us" | | Yes | | |
| "Nothing But a Man" | | Yes | | |
| "We Struggle for Ourselves" | | Yes | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | | | | |

[illegible]

Please Write in your County

V1. What did you like best?

I like [illegible] work Shop.

V. What did you like least?

VI. These workshops have helped me in the following way (s).

1. [illegible] me How to handle a [illegible]

2. [illegible]

3.

4.

VII. Comments

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## EVALUATION

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | ✓ | | |
| CDGM - How it Works | | | | |
| Citizenship Education | | ✓ | | |
| Community Organization and Welfare Rights | | | | |
| Community Public Relations | | | ✓ | |
| Housing | | | ✓ | |
| Leadership Techniques | | ✓ | | |
| Negotiating skills and How to Conduct a Meeting. | | | | |
| The Role of the Church today and Community Problems | | ✓ | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | ✓ | | |
| "Omawale" | | | | |
| "Our Country Too" | | ✓ | | |
| "The Negro and the South" | | ✓ | | |
| "The New Hood" | | ✓ | | |
| "No One to Help Us" | | ✓ | | |
| "Nothing But a Man" | | ✓ | | |
| "We Struggle for Ourselves" | | | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Kemper | | ✓ | | |

Please Write in your County

V1. What did you like best?

I liked the negotiating skills and How to Conduct a meeting.

V. What did you like least?

VI. These workshops have helped me in the following way (s).

1. It helped me to understand the role of Church today and community problems
2. And it also help me to understand The F.H.A. And how it worked.
3. And it also helped me to under Citizenship Education Community organization and welfare right
4. I also learn about Community relations

VII. Comments

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ADDRESS HIGHWAY # 42, PRENTISS, MISS. ORGANIZATION C.D.G.M.

## EVALUATION

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | ✓ | | |
| CDGM - How it Works | | ✓ | | |
| Citizenship Education | Didn't attend | | | |
| Community Organization and Welfare Rights | | | ✓ | |
| Community Public Relations | Didn't attend | | | |
| Housing | | ✓ | | |
| Leadership Techniques | | | | |
| Negotiating skills and How to Conduct a Meeting. | | ✓ | | |
| The Role of the Church to-day and Community Problems | | ✓ | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| ✓ "Free at Last" | | ✓ | | |
| "Omawale" | Didn't attend | | | |
| "Our Country Too" | Didn't attend | | | |
| "The Negro and the South." | Didn't attend | | | |
| "The New Mood" | Didn't attend | | | |
| "No One to Help Us" | Didn't see | | | |
| "Nothing But a Man" | Didn't attend | | | |
| "We Struggle for Ourselves" | | ✓ | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | | | | |

Madison

Please Write in your County

V1. What did you like best?

I liked the way the discussing leaders explain Clearly to the people. They Come out and say anything wheather it hurts [illegible]

V. What did you like least?

I didn't like the way we discuss some ideas.

VI. These workshops have helped me in the following way (s).

1. How to be what I am.

2. How to speak what I think if it's right or wrong.

3.

4.

VII. Comments

We need to attend more training Meeting.

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## EVALUATION

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | ✓ | | |
| CDGM - How it Works | | | | |
| Citizenship Education | ✓ | | | |
| Community Organization and Welfare Rights | ✓ | | | |
| Community Public Relations | ✓ | | | |
| Housing | ✓ | | | |
| Leadership Techniques | ✓ | ✓ | ✓ | |
| Negotiating skills and How to Conduct a Meeting. | | | | |
| The Role of the Church today and Community Problems | ✓ | ✓ | ✓ | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | ✓ | ✓ | ✓ | |
| "Omawale" | | | | |
| "Our Country Too" | | | | |
| "The Negro and the South" | | ✓ | ✓ | |
| "The New Hood" | | | | |
| "No One to Help Us" | | | | |
| "Nothing But a Man" | ✓ | | | |
| "We Struggle for Ourselves" | | | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | | ✓ | | ✓ |

Kemper County.

Please Write in your County

V1. What did you like best?

movis.

V. What did you like least?

FOOD.

FOOD.

Vl. These workshops have helped me in the following way (s).

1. learning more about. leader ship.

learning more about people.

2. we need more TRAining

3.

4.

Vll. Comments

I Thank THEY ALL were fine.

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## E V A L U A T I O N

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | ✓ | | |
| CDGM - How it Works | | | | |
| Citizenship Education | | | | |
| Community Organization and Welfare Rights | | ✓ | | |
| Community Public Relations | | | | |
| Housing | | ✓ | | |
| Leadership Techniques | | | | |
| Negotiating skills and How to Conduct a Meeting. | | | ✓ | |
| The Role of the Church today and Community Problems | | ✓ | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | ✓ | | | |
| "Omawale" | | | | |
| "Our Country Too" | | | | |
| "The Negro and the South" | ✓ | | | |
| "The New Mood" | ✓ | | | |
| "No One to Help Us" | | | | |
| "Nothing But a Man" | | | | |
| "We Struggle for Ourselves" | ✓ | | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | | ✓ | | |

Newton

Please Write in your County

Vl. What did you like best?

Communty organzation and Walfare Right.

V. What did you like least?

Housing.

VI. These workshops have helped me in the following way (s).

1. By Providing a courses of more understanding The Role of the Church today and community problems.
2. By negotiating skills and How to Conduct a Meeting.
3. A method of Citizenship Education
4. A better relation with to Administrative Skills.

VII. Comments

During The workshop our course has been given so That we may have a better understanding of How C.D.G.M. and it program are giving us a better opportunity of how to Cooperate Through Organizations.

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ADDRESS HIGHWAY # 42, PRENTISS, MISS. ORGANIZATION C.D.G.M.

# EVALUATION

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | ✓ | | by putting into action |
| CDGM - How it Works | ✓ | | | |
| Citizenship Education | | ✓ | | by organizing |
| Community Organization and Welfare Rights | | ✓ | | |
| Community Public Relations | | ✓ | | |
| Housing | | ✓ | | |
| Leadership Techniques | | ✓ | | |
| Negotiating skills and How to Conduct a Meeting. | - | ✓ | | |
| The Role of the Church today and Community Problems | ✓ | | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | ✓ | | |
| "Omawale" | | | | |
| "Our Country Too" | | ✓ | | |
| "The Negro and the South." | | ✓ | | |
| "The New Hood" | | | | |
| "No One to Help Us" | | ✓ | | |
| "Nothing But a Man" | | ✓ | | |
| "We Struggle for Ourselves" | | ✓ | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | | ✓ | | |

Jones

Please Write in your County

Vl. What did you like best?

Leader Ship Training Techniques

V. What did you like least?

Class On housing

VI. These workshops have helped me in the following way (s).

1. To know More about how to organize my Community.
2. To know more about Leader Ship in my Community
3. To see how much I do not know
4. To be a better leader in my Community

VII. Comments

We need More Training Session.

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ADDRESS HIGHWAY # 42, PRENTISS, MISS. ORGANIZATION C.D.G.M.

# EVALUATION

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | X | | | |
| CDGM - How it Works | | X | | |
| Citizenship Education | | X | | |
| Community Organization and Welfare Rights | X | | | |
| Community Public Relations | | X | | |
| Housing | | X | | |
| Leadership Techniques | X | | | |
| Negotiating skills and How to Conduct a Meeting. | X | | | |
| The Role of the Church today and Community Problems | | | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | X | | | |
| "Omawale" | | | | |
| "Our Country Too" | X | | | |
| "The Negro and the South" | | X | | |
| "The New Mood" | | X | | |
| "No One to Help Us" | X | | | |
| "Nothing But a Man" | X | | | |
| "We Struggle for Ourselves" | X | X | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | | | | |

Madison County

Please Write in your County

V1. What did you like best?

nothing but a man

V. What did you like least?

Housing Progam

VI. These workshops have helped me in the following way (s).

VI. These workshops have helped me in the following way (s).

1. It became acquainted with the People

3.

4.

VII. Comments

S.E.D.F.R.E
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PLACE SOPHIA SUTTON MISSION DATE 12/8-10/67, 12/15-17/67

ADDRESS HIGHWAY # 42, PRENTISS, MISS. ORGANIZATION C.D.G.M.

## EVALUATION

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | ✓ | | |
| CDGM - How it Works | | | | ✓ |
| Citizenship Education | ✓ | | | |
| Community Organization and Welfare Rights | ✓ | | | |
| Community Public Relations | | | ✓ | |
| Housing | ✓ | | | |
| Leadership Techniques | ✓ | | | |
| Negotiating skills and How to Conduct a Meeting. | ✓ | | | |
| The Role of the Church today and Community Problems | ✓ | | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | | | |
| "Omawale" | | | | |
| "Our Country Too" | | | | |
| "The Negro and the South" | | | | |
| "The New Mood" | | | | |
| "No One to Help Us" | | | | |
| "Nothing But a Man" | | ✓ | | |
| "We Struggle for Ourselves" | | | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | | ✓ | | |

MAdison

Please Write in your County

V1. What did you like best?

Leadership Techniques & Community Orgaz.

V. What did you like least?

public Relation – & The [illegible] off Saturday
Also The Transportation that was
Offered.

Vl. These workshops have helped me in the following way (s).

1. Let me Know I don't Know it all
Show Me How to Make Contact.
2. when Not Satisfied there is Some-
thing Can be done.
3. I don't have anything to loose,
by attachon issue when thing
4. ~~But invite~~ to Know many people.
and what field they were Working in

Vll. Comments

I think These Workshop Should
Continue ~~th~~ throughout the Local
Community. That it May reach More
Local people or Grass Root.
This set up was well arrange and
highly appreciate. Do it again an invite me

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## E V A L U A T I O N

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | ✓ | | |
| CDGM - How it Works | | ✓ | | |
| Citizenship Education | | | | |
| Community Organization and Welfare Rights | ✓ | | | |
| Community Public Relations | | ✓ | | |
| Housing | | ✓ | | |
| Leadership Techniques | ✓ | | | |
| Negotiating skills and How to Conduct a Meeting. | ✓ | | | |
| The Role of the Church to-day and Community Problems | | ✓ | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | ✓ | | | |
| "Omawale" | | | | |
| "Our Country Too" | | | | |
| "The Negro and the South" | | | | |
| "The New Mood" | | ✓ | | |
| "No One to Help Us" | | | | |
| "Nothing But a Man" | | ✓ | | |
| "We Struggle for Ourselves" | | | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | | ✓ | | |

Madison
Please Write in your County

V1. What did you like best?

Negotiating Skills and How to Conduct a Meeting.
Leadership Techniques.

V. What did you like least?

VI. These workshops have helped me in the following way (s).

1. By coming to these workshops I am
able to understand better.
2. I have learned more about helping
other people.
3. I am able to go back and do just
A little better than I have in the Community and other.
4. By seeing my self on television it tught
me to express my self better.

VII. Comments

As a whole I have enjoyed going to these
workshops I have learned a lots
of interesting thing And any time there
is a workshop I am proud to attend
And that is I will be able to help
other people.

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## E V A L U A T I O N

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | ✓ | | |
| CDGM - How it Works | ✓ | | | |
| Citizenship Education | | | | |
| Community Organization and Welfare Rights | ✓ | | | |
| Community Public Relations | | | | ✓ |
| Housing | ✓ | | | |
| Leadership Techniques | | ✓ | | |
| Negotiating skills and How to Conduct a Meeting. | | | | |
| The Role of the Church today and Community Problems | | ✓ | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | ✓ | | | |
| "Omawale" | | | | |
| "Our Country Too" | | | | |
| "The Negro and the South" | | | | |
| "The New Mood" | | | | |
| "No One to Help Us" | | | | |
| "Nothing But a Man" | ✓ | | | |
| "We Struggle for Ourselves" | | | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skill | | ✓ | | |

Madison

Please Write in your County

V1. What did you like best?

Most of all I liked the class, and some of the trainer.

V. What did you like least?

On last weekend what I liked least was the food.

VI. These workshops have helped me in the following way (s).

1. How to organize.
What a leader should know.
2. The ways in making contact.
How to speak up for your right.
3.
4.

VII. Comments

These workshop was very interest. And we need to have more of them.

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ADDRESS HIGHWAY # 42, PRENTISS, MISS. ORGANIZATION C.D.G.M.

# EVALUATION

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | ✓ | | | |
| CDGM - How it Works | | ✓ | | |
| Citizenship Education | ✓ | | | |
| Community Organization and Welfare Rights | | ✓ | | |
| Community Public Relations | | ✓ | | |
| Housing | | | | ✓ |
| Leadership Techniques | | ✓ | | |
| Negotiating skills and How to Conduct a Meeting. | ✓ | | | |
| The Role of the Church today and Community Problems | ✓ | | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | | | |
| "Omawale" | | | | |
| "Our Country Too" | | | | |
| "The Negro and the South" | | ✓ | | |
| "The New Hood" | | | | |
| "No One to Help Us" | | | | |
| "Nothing But a Man" | | | ✓ | |
| "We Struggle for Ourselves" | | | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | | ✓ | | Promptness - Sincerity |

Madison

Please Write in your County

V1. What did you like best?

Citizenship Education -

Leadership Techniques -

V. What did you like least?

The information Offered on Housing

VI. These workshops have helped me in the following way (s).

1. It has helped me to become aware of more Problems in my community
2. and also to know the solution to many of the problems
3.
4.

VII. Comments

I would like more of this kind of workshop

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150 Nassau Street Rm. 1030
New York, N.Y. 10038

TITLE OF WORKSHOP COMMUNITY LEADERSHIP DEVELOPMENT

PLACE SOPHIA SUTTON MISSION DATE 12/8-10/67, 12/15-17/67

ADDRESS HIGHWAY # 42, PRENTISS, MISS. ORGANIZATION C.D.G.M.

# EVALUATION

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | ✓ | | | |
| CDGM - How it Works | | | | |
| Citizenship Education | | | | |
| Community Organization and Welfare Rights | ✓ | | | |
| Community Public Relations | | | | |
| Housing | ✓ | | | |
| Leadership Techniques | | | | |
| Negotiating skills and How to Conduct a Meeting. | | ✓ | | |
| The Role of the Church today and Community Problems | | | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | ✓ | | |
| "Omawale" | | | | |
| "Our Country Too" | | | | |
| "The Negro and the South" | | | | |
| "The New Mood" | | | | |
| "No One to Help Us" | | | | |
| "Nothing But a Man" | | | | |
| "We Struggle for Ourselves" | | | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | | | | |

Madison County

Please Write in your County

V1. What did you like best?

I really Can't say with because I like best, because everyone I was in was very good.

V. What did you like least?

To the be truthful I can't say that I like
Any of the Course least because I got
Something out of all the one I was in

VI. These workshops have helped me in the following way (s).

1. These workshops help me very much
in many ways I enjoyed each Course
2. and learn a lot from each one I was
in I think they are very interest.
3. and needy.

4.

VII. Comments

I think the Resource Speaker in these workshops
was some of the best. I like the way they
took interest in each individual. Most of all
I really enjoyed Mr. Lonnie Moore Classes I
think he is very good in his work. I wish that
all young men had the ability like him.

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ADDRESS HIGHWAY # 42, PRENTISS, MISS. ORGANIZATION C.D.G.M.

## E V A L U A T I O N

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | ✓ | | | |
| CDGM - How it Works | ✓ | | | |
| Citizenship Education | ✓ | | | |
| Community Organization and Welfare Rights | ✓ | | | |
| Community Public Relations | ✓ | | | |
| Housing | ✓ | | | |
| Leadership Techniques | ✓ | | | |
| Negotiating skills and How to Conduct a Meeting. | ✓ | | | |
| The Role of the Church today and Community Problems | | | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | | | |
| "Omawale" | | | | |
| "Our Country Too" | | | | |
| "The Negro and the South" | | | | |
| "The New Mood" | | | | |
| "No One to Help Us" | | | | |
| "Nothing But a Man" | | | | |
| "We Struggle for Ourselves" | | | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | | | | |

Please Write in your County

V1. What did you like best?

V. What did you like least?

________________________________________

________________________________________

________________________________________

________________________________________

Vl. These workshops have helped me in the following way (s).

1. ______________________________________

______________________________________

2. ______________________________________

______________________________________

3. ______________________________________

______________________________________

4. ______________________________________

______________________________________

Vll.. Comments

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

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New York, N.Y. 10038

TITLE OF WORKSHOP COMMUNITY LEADERSHIP DEVELOPMENT

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ADDRESS HIGHWAY # 42, PRENTISS, MISS. ORGANIZATION C.D.G.M.

# E V A L U A T I O N

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | ✓ | | Bie interest. |
| CDGM - How it Works | | ✓ | | |
| Citizenship Education | | ✓ | | |
| Community Organization and Welfare Rights | | ✓ | | |
| Community Public Relations | | ✓ | | |
| Housing | | | ✓ | |
| Leadership Techniques | | | ✓ | |
| Negotiating skills and How to Conduct a Meeting. | | ✓ | | |
| The Role of the Church today and Community Problems | | | ✓ | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | | | |
| "Omawale" | | ✓ | | |
| "Our Country Too" | | ✓ | | |
| "The Negro and the South" | | ✓ | | |
| "The New Hood" | | ✓ | | |
| "No One to Help Us" | | ✓ | | |
| "Nothing But a Man" | | ✓ | | |
| "We Struggle for Ourselves" | | ✓ | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Newton County. | | ✓ | | not Staying so long? |

Please Write in your County

V1. What did you like best?

I like best of all

the Role of the Church to day.

V. What did you like least?

The Least Thing I like was Negolating
for I did it So well unstime so will

VI. These workshops have helped me in the following way (s).

1. Leadership Training -

2. Films. We Struggle for our Self
Nother but a mob Ensoy by all.

3. Community Public Relations.

4. The Role of the Church to Day.
and Community Problems.

VII. Comments

First of all I enjoyed The Films
The training Was Very interested.
learn So much. I'm going to try do
better in the future.

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ADDRESS HIGHWAY # 42, PRENTISS, MISS. ORGANIZATION C.D.G.M.

# E V A L U A T I O N

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | ✓ | | |
| CDGM - How it Works | | ✓ | | |
| Citizenship Education | | | | |
| Community Organization and Welfare Rights | | ✓ | | |
| Community Public Relations | | ✓ | | |
| Housing | | | | |
| Leadership Techniques | | | ✓ | |
| Negotiating skills and How to Conduct a Meeting. | | ✓ | | More details |
| The Role of the Church today and Community Problems | | ✓ | | Needed more time |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | ✓ | | |
| "Omawale" | | | | |
| "Our Country Too" | | ✓ | | |
| "The Negro and the South" | | ✓ | | |
| "The New Hood" | | ✓ | | |
| "No One to Help Us" | | | | |
| "Nothing But a Man" | | ✓ | | |
| "We Struggle for Ourselves" | | ✓ | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Newton | | | | |
| Quilting [illegible] | | ✓ | | |

Please Write in your County

Vl. What did you like best?

Negotiating Skill And How to Conduct a Meeting

V. What did you like least?

"Nothing"

VI. These workshops have helped me in the following way (s).

1. To speak out And to include everybody in the discussion
2. I gained information on many things Welfare, Negotiation, Organization
3. I gained some information in all of the classes. I am more able now to contact people in my community
4. from the film "New Mood" encouraged us to stand up for and with our people

VII. Comments

We need more training like this
The trainers were very efficient
In Jackson the place was excellent
Sophia is nice also
I have enjoyed last session and
hope there will be more

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## E V A L U A T I O N

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | ✓ | | |
| CDGM - How it Works | | ✓ | | |
| Citizenship Education | | ✓ | | |
| Community Organization and Welfare Rights | | ✓ | | |
| Community Public Relations | | ✓ | | |
| Housing | | | ✓ | |
| Leadership Techniques | ✓ | | | |
| Negotiating skills and How to Conduct a Meeting. | | ✓ | | |
| The Role of the Church today and Community Problems | ✓ | | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | | | |
| "Omawale" | | ✓ | | |
| "Our Country Too" | | ✓ | | |
| "The Negro and the South" | | ✓ | | |
| "The New Mood" | | ✓ | | |
| "No One to Help Us" | | | | |
| "Nothing But a Man" | | ✓ | | |
| "We Struggle for Ourselves" | | ✓ | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Newton | | ✓ | | |

Please Write in your County

V1. What did you like best?

I liked "The Role of the Church today and Community Problems.

V. What did you like least?

What I liked least about the workshop was transportation, and no breaks between the sessions.

VI. These workshops have helped me in the following way (s):

1. Organizing the Community.
2. Negotiating Skills
3. Public Relations (Fund Raising)
4. How to conduct a meeting.

VII. Comments

The workshop was enjoyable, but it could have been improved by making preparations ahead of time.

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## E V A L U A T I O N

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | ✓ | | |
| CDGM - How it Works | | ✓ | | |
| Citizenship Education | | ✓ | | |
| Community Organization and Welfare Rights | ✓ | | | |
| Community Public Relations | | ✓ | | |
| Housing | | | ✓ | |
| Leadership Techniques | | ✓ | | |
| Negotiating skills and How to Conduct a Meeting. | ✓ | | | |
| The Role of the Church today and Community Problems | | ✓ | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | | | |
| "Omawale" | | ✓ | | |
| "Our Country Too" | | ✓ | | |
| "The Negro and the South" | | ✓ | | |
| "The New Mood" | ✓ | | | |
| "No One to Help Us" | | | | |
| "Nothing But a Man" | ✓ | | | |
| "We Struggle for Ourselves" | | ✓ | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Newton | | ✓ | | by not staying so long |

Please Write in your County

V1. What did you like best?

Citizenship Educ. Community Educ. Leadership Tech

V. What did you like least?

I didn't like the [illegible] separation
because we were to crowd.
I didn't like staying [illegible] because it
was to noise [illegible] at night [illegible]

VI. These workshops have helped me in the following way (s).

1. Leadership Techniques because I ~~[illegible]~~ know
who a leader really is.
2. I got a better understanding from every thing
I learn how to organize.
3. The role of the church today and community
problems. Helped [illegible] & how to take the position of the church
4. Community organization and knowing rights
I learn more about politics.

VII. Comments

I like meeting different people, learning together,
watching films.
I really liked watching nothing but [illegible]
the New Mood, the History of the Negro.

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E V A L U A T I O N

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | ✓ | | |
| CDGM - How it Works | | | | |
| Citizenship Education | ✓ | | | |
| Community Organization and Welfare Rights | | | | |
| Community Public Relations | | ✓ | | |
| Housing | | | | |
| Leadership Techniques | | ✓ | | |
| Negotiating skills and How to Conduct a Meeting. | | ✓ | | |
| The Role of the Church today and Community Problems | ✓ | | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | ✓ | | | |
| "Omawale" | | | | |
| "Our Country Too" | | ✓ | | |
| "The Negro and the South" | | | | |
| "The New Mood" | | | | |
| "No One to Help Us" | | | | |
| "Nothing But a Man" | ✓ | | | |
| "We Struggle for Ourselves" | | | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | | ✓ | | |

Get all the things you need for a workshop. (example) The group waited 30 mins for a bulb in the projector.

Please Write in your County Leake

Vl. What did you like best?

The Role of the church today and Community Problems.

V. What did you like least?

VI. These workshops have helped me in the following way (s).

1. I have been able to take an [illegible] look at myself as a leader. I have gained more information

2. about the Community Resources

3. I have gain new strength and ideals, more [illegible] of a leader.

4. The role the negro has played in history is very good.

VII. Comments

We need more leadership training works. Early in the new month. It is tried a leader cannot lead unless he doesn't go out that he doesn't know.

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## E V A L U A T I O N

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | ✓ | | |
| CDGM - How it Works | | | | |
| Citizenship Education x | | | | |
| Community Organization and Welfare Rights | | ✓ | | |
| Community Public Relations | | | | |
| Housing | | ✓ | | |
| Leadership Techniques | | ✓ | | |
| Negotiating skills and How to Conduct a Meeting. | | ✓ | | |
| The Role of the Church today and Community Problems | | | | ✓ |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | | | |
| "Omawale" | | | | |
| "Our Country Too" | | | | |
| "The Negro and the South" | | | | |
| "The New Mood" | | | | |
| "No One to Help Us" | | | | |
| "Nothing But a Man" | | | | |
| "We Struggle for Ourselves" | | | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Newton County | | ✓ | | |
| | | | | |

Please Write in your County

V1. What did you like best?

Negotiating skills and how to Conduct a meeting;

Leadership Techniques, Community organization and welfare rights.

V. What did you like least?

The Films.

VI. These workshops have helped me in the following way (s).

1. They have given me a better idea and insight on where I stand and what I should do to help my community.

2. A better idea in helping myself.

3.

4.

VII. Comments

I think that we should have more workshops of this kind. It would help we black people more as a Race.

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ADDRESS HIGHWAY # 42, PRENTISS, MISS. ORGANIZATION C.D.G.M.

EVALUATION

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | ✓ | | |
| CDGM - How it Works | | ✓ | | |
| Citizenship Education | | | | |
| Community Organization and Welfare Rights | | | | Changing laws of Welfare |
| Community Public Relations | | ✓ | | |
| Housing | | | | |
| Leadership Techniques | | ✓ | | |
| Negotiating skills and How to Conduct a Meeting. | ✓ | | | |
| The Role of the Church today and Community Problems | | ✓ | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | | | |
| "Omawale" | | | | |
| "Our Country Too" | | | | |
| "The Negro and the South" | | | | |
| "The New Mood" | | | | |
| "No One to Help Us" | | | | |
| "Nothing But a Man" | | ✓ | | |
| "We Struggle for Ourselves" | | | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | | | | |

Rankin

Please Write in your County

V1. What did you like best?

The thing I like best was trainers really took a interest in learning us the skills.

V. What did you like least?

[illegible]

[illegible] meeting was stop[illegible]

VI. These workshops have helped me in the following way (s).

1. How to organize a Community
How to help solve our problem,

2. How to deal with the white man

3. How to help the [illegible] community
unity

4.

VII. Comments

I think that the two workshops I was in were very helpful to me. It really help me to understand our problem & how to try & help my people in my community.

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## EVALUATION

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | ✓ | | |
| CDGM - How it Works | | | | ✓ |
| Citizenship Education | | | | |
| Community Organization and Welfare Rights | | | | |
| Community Public Relations | | ✓ | | |
| Housing | | | ✓ | |
| Leadership Techniques | | | | |
| Negotiating skills and How to Conduct a Meeting. | | ✓ | | |
| The Role of the Church to-day and Community Problems | | ✓ | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | ✓ | | |
| "Omawale" | | | | |
| "Our Country Too" | | | | |
| "The Negro and the South." | | ✓ | | |
| "The New Mood" | | | | |
| "No One to Help Us" | | | | |
| "Nothing But a Man" | | | | |
| "We Struggle for Ourselves" | | ✓ | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Newton | | ✓ | | |

Please Write in your County

Vl. What did you like best?

Community organizaie and welfare rights.

V. What did you like least?

VI. These workshops have helped me in the following way (s).

1. I have been able to take an [illegible] look at myself as a leader. I have gained more information

2. about the Community Resources.

3. I have gain new strength and ideals more of organizations and leaders.

4. The role the negro has played in history is very good.

VII. Comments

We need more leadership training works. Early in the new month. It is true a leader cannot lead where he doesn't go and that he doesn't know.

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## EVALUATION

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | ✓ | ✓ | | |
| CDGM - How it Works | | ✓ | | |
| Citizenship Education | | ✓ | | |
| Community Organization and Welfare Rights | | | | |
| Community Public Relations | | | | ✓ |
| Housing | | | | ✓ |
| Leadership Techniques | | ✓ | | |
| Negotiating skills and How to Conduct a Meeting. | ✓ | | | |
| The Role of the Church today and Community Problems | | | | ✓ |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | ✓ | | |
| "Omawale" | | | | |
| "Our Country Too" | | | | |
| "The Negro and the South" | | ✓ | | |
| "The New Mood" | | | | |
| "No One to Help Us" | | | | |
| "Nothing But a Man" | | ✓ | | |
| "We Struggle for Ourselves" | | | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | | ✓ | | |

Leak

Please Write in your County

V1. What did you like best?

House Discussion

V. What did you like least?

________________________________________

________________________________________

________________________________________

________________________________________

Vl. These workshops have helped me in the following way (s).

1. More Understanding
Bible Stories.

2. [illegible]

3. ________________________________________

4. ________________________________________

Vll. Comments

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

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## E V A L U A T I O N

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | X | | |
| CDGM - How it Works | | | X | |
| Citizenship Education | X | | | |
| Community Organization and Welfare Rights | | | | |
| Community Public Relations | | X | | |
| Housing | | | X | |
| Leadership Techniques | X | | | |
| Negotiating skills and How to Conduct a Meeting. | | | | |
| The Role of the Church today and Community Problems | X | | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | | | |
| "Omawale" | | | | |
| "Our Country Too" | | | | |
| "The Negro and the South" | | | | |
| "The New Mood" | | | | |
| "No One to Help Us" | | | | |
| "Nothing But a Man" | | | | |
| "We Struggle for Ourselves" | | | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Madison | | X | | |

Please Write in your County

Vl. What did you like best?

V. What did you like least?

C.D.L.S.M. and how it works

VI. These workshops have helped me in the following way (s).

1. How to get a Community organized
How to Elect a Leader.

2. How to deal with Public affairs.

3.

4.

VII. Comments

I think we all do more training.

S.E.D.F.R.E
150 Nassau Street Rm. 1030
New York, N.Y. 10038

TITLE OF WORKSHOP COMMUNITY LEADERSHIP DEVELOPMENT

PLACE SOPHIA SUTTON MISSION DATE 12/8-10/67, 12/15-17/67

ADDRESS HIGHWAY # 42, PRENTISS, MISS. ORGANIZATION C.D.G.M.

## EVALUATION

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | ✓ | | |
| CDGM - How it Works | | ✓ | | |
| Citizenship Education | [illegible] | | | |
| Community Organization and Welfare Rights | ✓ | | | |
| Community Public Relations | | | | |
| Housing | | ✓ | | |
| Leadership Techniques | | | | |
| Negotiating skills and How to Conduct a Meeting. | | ✓ | | |
| The Role of the Church today and Community Problems | Did Attented | | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | ✓ | | |
| "Omawale" | | | | |
| "Our Country Too" | | | | |
| "The Negro and the South" | | ✓ | | |
| "The New Hood" | | ✓ | | |
| "No One to Help Us" | | | | |
| "Nothing But a Man" | | | | |
| "We Struggle for Ourselves" | | ✓ | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Good | | | | |

Newton County

Please Write in your County

Vl. What did you like best?

Community Organization and Welfare rights

V. What did you like least?

Dancing

VI. These workshops have helped me in the following way (s).

1. It have hope me in going about trying to help get this Headstart school again.
2. How to try and get Welfare for poor people.
3. Given me method of how to [illegible] Negotiations, [illegible]
4. How to go about getting FHA loans to home, repairment.

VII. Comments

This work shope have hope us negro and in many ways, and it also helping us to try and get better community, churches, home to pulle together with each other.

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ADDRESS HIGHWAY # 42, PRENTISS, MISS. ORGANIZATION C.D.G.M.

## EVALUATION

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | ✓ | | |
| CDGM - How it Works | | ✓ | | |
| Citizenship Education | | ✓ | | |
| Community Organization and Welfare Rights | | | | |
| Community Public Relations | | ✓ | | |
| Housing | ✓ | | | |
| Leadership Techniques | | ✓ | | |
| Negotiating skills and How to Conduct a Meeting. | | | | |
| The Role of the Church today and Community Problems | ✓ | | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | ✓ | | |
| "Omawale" | | ✓ | | |
| "Our Country Too" | | ✓ | | |
| "The Negro and the South" | | ✓ | | |
| "The New Mood" | | ✓ | | |
| "No One to Help Us" | | | | |
| "Nothing But a Man" | ✓ | | | |
| "We Struggle for Ourselves" | ✓ | | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | ✓ | | | |

[illegible]

Please Write in your County

V1. What did you like best?

The role of the Church today and Community problems

V. What did you like least?

The Hours were too long, and you had to get up to early.

VI. These workshops have helped me in the following way (s).

1. I learn some ways to organize my Community

2. I learn how to get things over in the church.

3. These workshops give me a good guide line to work by, in the Community.

4. I learn how C D G M will work in (68).

VII. Comments

This Work Shop has been a grate help to me. I had these ideas but I didn't know how to go about expressing them to my people in the Community.

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ADDRESS HIGHWAY # 42, PRENTISS, MISS. ORGANIZATION C.D.G.M.

## EVALUATION

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | ✓ | | | Leadership |
| CDGM - How it Works | | ✓ | | |
| Citizenship Education | ✓ | | | |
| Community Organization and Welfare Rights | | ✓ | | |
| Community Public Relations | | ✓ | | |
| Housing | | ✓ | | |
| Leadership Techniques | | ✓ | | |
| Negotiating skills and How to Conduct a Meeting. | | ✓ | | |
| The Role of the Church today and Community Problems | | ✓ | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | ✓ | | Leadership |
| "Omawale" | | | | |
| "Our Country Too" | | ✓ | | |
| "The Negro and the South" | | ✓ | | |
| "The New Hood" | | | | |
| "No One to Help Us" | | ✓ | | |
| "Nothing But a Man" | ✓ | | | action |
| "We Struggle for Ourselves" | | ✓ | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Jones | ✓ | | | |

Please Write in your County

Vl. What did you like best?

Nothing but a Man.

V. What did you like least?

The Negro in the South
not Standing for their rights

VI. These workshops have helped me in the following way (s).

1. That our Negro preachers is
not helping us to solve any

2. of the welfare problems

2 It help me in many ways

3. (1) about present election
how to get people to vote

4.

VII. Comments

every thing that was taught
was good to me and for the
and my people
especially training and
equality for Negroes

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ADDRESS HIGHWAY # 42, PRENTISS, MISS. ORGANIZATION C.D.G.M.

## EVALUATION

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | X | | |
| CDGM - How it Works | | X | | |
| Citizenship Education | | X | | |
| Community Organization and Welfare Rights | | | | |
| Community Public Relations | | | X | |
| Housing | | X | | |
| Leadership Techniques | | X | | |
| Negotiating skills and How to Conduct a Meeting. | | X | | |
| The Role of the Church today and Community Problems | | X | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | X | | |
| "Omawale" | | | | |
| "Our Country Too" | | X | | |
| "The Negro and the South" | | | | |
| "The New Mood" | | | | |
| "No One to Help Us" | | | | |
| "Nothing But a Man" | X | | | |
| "We Struggle for Ourselves" | | X | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Jones Co. | | X | | |

Please Write in your County

Vl. What did you like best?

1. Community Org. And welfare Rights

2. Negotiation Skills, How to conduct a meeting

V. What did you like least?

Nothing

VI. These workshops have helped me in the following way (s).

1. It delighted me in some things I did not no.

2.

3.

4.

VII. Comments

I enjoyed it, I am proude I came to See and hear, Sorry I could not bring Some One with me to heare And See it

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ADDRESS HIGHWAY # 42, PRENTISS, MISS. ORGANIZATION C.D.G.M.

EVALUATION

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | ✓ | | |
| CDGM - How it Works | | ✓ | | |
| Citizenship Education | | ✓ | | |
| Community Organization and Welfare Rights | | ✓ | | |
| Community Public Relations | | ✓ | | |
| Housing | | ✓ | | Need More Imformation |
| Leadership Techniques | | ✓ | | |
| Negotiating skills and How to Conduct a Meeting. | | ✓ | | |
| The Role of the Church today and Community Problems | ✓ | | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | ✓ | | |
| "Omawale" | | ✓ | | |
| "Our Country Too" | | ✓ | | |
| "The Negro and the South" | | ✓ | | |
| "The New Mood" | | ✓ | | |
| "No One to Help Us" | | ✓ | | |
| "Nothing But a Man" | | ✓ | | He Needed Coorperation from the black Race |
| "We Struggle for Ourselves" | | ✓ | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | | ✓ | | |

Newton

Please Write in your County

V1. What did you like best?

Negotiating Skills - How to Conduct a Meeting

Community Orangicazation and Welfare Rights

V. What did you like least?

Housing because it seems to me as the man from F.H.A. had been Brain Washed by his Supervisor who were White using terms such as boy when he were refering to a man.

V1. These workshops have helped me in the following way (s).

1. To speak out No Matter what Others think Or say, Noone knows how what you mean until
~~2.~~ you say it.

3. Help me to realize I haven't done my duty in my Community.

4.

V11. Comments

The transportation was poor. The food could have been improved by serving More on a tray, ~~in~~ at the Masonic Temple. The supervisors were very Nice in keeping Me to understand the Work shop.

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ADDRESS HIGHWAY # 42, PRENTISS, MISS. ORGANIZATION C.D.G.M.

## EVALUATION

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | ✓ | | |
| CDGM - How it Works | ✓ | | | |
| Citizenship Education | | | | |
| Community Organization and Welfare Rights | ✓ | | | |
| Community Public Relations | ✓ | | | |
| Housing | | ✓ | | b/Organizing |
| Leadership Techniques | | ✓ | | " Organizing |
| Negotiating skills and How to Conduct a Meeting. | ✓ | | | |
| The Role of the Church today and Community Problems | ✓ | | | |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | | ✓ | WEare Koroy |
| "Omawale" | | | | |
| "Our Country Too" | | | | |
| "The Negro and the South" | | | | |
| "The New Mood" | | | | |
| "No One to Help Us" | | | | |
| "Nothing But a Man" | ✓ | | | |
| "We Struggle for Ourselves" | ✓ | | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | | ✓ | | |

Jones

Please Write in your County

V1. What did you like best?

The Role of the Church today + COMMUNITY PROBLEMS

V. What did you like least?

COMMUNITY Organization and Welfare Righs

VI. These workshops have helped me in the following way (s).

1. My Church NEEd to Know its Roll, and responsibility, toward the community.
2. My Community Need to Know how to get Organize.
3. That we as a hold Need to Know Who we are and where we are. And our REAL culture
4. ~~We~~ I NEEdd to GET OUT of my SET and MAKE STEP ONE. And MORE Fear.

VII. Comments

We need to Stop Fooling ourselves. and stop eating so many Hot dogs.
We Need LEADERSHIP, and to get Organization

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ADDRESS HIGHWAY # 42, PRENTISS, MISS. ORGANIZATION C.D.G.M.

## EVALUATION

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | ✓ | | fiter work |
| CDGM - How it Works | ✓ | | | leadership |
| Citizenship Education | | | | [illegible] |
| Community Organization and Welfare Rights | | ✓ | | |
| Community Public Relations | | ✓ | | work together |
| Housing | | ✓ | | |
| Leadership Techniques | | | | |
| Negotiating skills and How to Conduct a Meeting. | | ✓ | | chair in change |
| The Role of the Church today and Community Problems | | | ✓ | met togather |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | ✓ | | faith |
| "Omawale" | | | | |
| "Our Country Too" | | | ✓ | more [illegible] |
| "The Negro and the South" | | | ✓ | [illegible] |
| "The New Mood" | | | | |
| "No One to Help Us" | | | ✓ | but don't stop |
| "Nothing But a Man" | | ✓ | | stand for your right |
| "We Struggle for Ourselves" | | | | Continue |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | | ✓ | | |

Please Write in your County

V1. What did you like best?

free at last

V. What did you like least?

I like the fellowing being full
at last

VI. These workshops have helped me in the following way (s).

1. leader ship
To train people around
2. about C.D.C. me

3.

4.

VII. Comments

Comment I have enjoyed
everything through the
+ week end meeting
I has enjoyed all directions
concert

S.E.D.F.R.E
150 Nassau Street Rm. 1030
New York, N.Y. 10038

TITLE OF WORKSHOP COMMU Y LEADERSH DEVELOPMENT

PLACE SOPHIA SUTTON MISSI DATE 12/8-10/67, 12/15-17/67

ADDRESS HIGHWAY # 42, PRENTI MISS. ZATIO D.G.M.

## E LUAT

1. Sessions.

| Title | Ex nt | Go | or | Improved By |
|---|---|---|---|---|
| Administrative Skills | | | | pship |
| CDGM - How it Works | | ✓ | | ″ |
| Citizenship Education | | ✓ | | ″ |
| Community Organization Welfare Rights | | ✓ | | ″ |
| Community Public Relat | | ✓ | | ″ |
| Housing | | ✓ | | ″ |
| Leadership Techniques | | ✓ | | ″ |
| Negotiating skills an to Conduct a Meeting. | | ✓ | | ″ |
| The Role of the Church day and Community Prob | | ✓ | | ″ |

11. Rate the Films.

| Name | xcel | ood | Can mproved By |
|---|---|---|---|
| "Free at Last" | | | |
| "Omawale" | | | |
| "Our Country Too" | | | ″ ″ |
| "The Negro and the South" | | | ″ ″ |
| "The New Mood" | | | ″ ″ |
| "No One to Help Us" | | | ″ ″ |
| "Nothing But a Man" | ✓ | | |
| "We Struggle for Ourselves" | | | ″ |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | | ✓ | | |

Rankin County

Please Write in your County

V1. What did you like best?

The Class Concerning the Role of Church in The Community.

V. What did you like least?

I didn't like the way people responded
in Class. Some people said very little.

Vl. These workshops have helped me in the following way (s).

1. I learn more leadership skill.

2. How to interest more people in the
Community.

3. How to organize a precinct.

4.

Vll. Comments

I have really enjoyed every Class and
gain Some skill + Knowledge about lots of thing
I didn't Know. I think this will be very
helpful to me and my Community.

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ADDRESS HIGHWAY # 42, PRENTISS, MISS. ORGANIZATION C.D.G.M.

## EVALUATION

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | ✓ | | More workshops |
| CDGM - How it Works | | ✓ | | " " |
| Citizenship Education | | ✓ | | " " |
| Community Organization and Welfare Rights | | ✓ | | " " |
| Community Public Relations | | ✓ | | " " |
| Housing | | ✓ | | |
| Leadership Techniques | ✓ | | | " " |
| Negotiating skills and How to Conduct a Meeting. | | ✓ | | " " |
| The Role of the Church today and Community Problems | ✓ | | | " " |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | | | |
| "Omawale" | | | | |
| "Our Country Too" | | | | |
| "The Negro and the South" | | | | |
| "The New Mood" | | | | |
| "No One to Help Us" | | | | |
| "Nothing But a Man" | | ✓ | | |
| "We Struggle for Ourselves" | | | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | | ✓ | | |

Rankin

Please Write in your County

Vl. What did you like best?

V. What did you like least?

The distance that had to be traveled to attend workshop.

VI. These workshops have helped me in the following way (s).

1.

2.

3.

4.

VII. Comments

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ADDRESS HIGHWAY # 42, PRENTISS, MISS. ORGANIZATION C.D.G.M.

## E V A L U A T I O N

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | ✓ | | | [illegible] |
| CDGM - How it Works | | ✓ | | [illegible] |
| Citizenship Education | | ✓ | | [illegible] Direction |
| Community Organization and Welfare Rights | | | | |
| Community Public Relations | | | | |
| Housing | | | ✓ | Better Housing |
| Leadership Techniques | ✓ | | | [illegible] |
| Negotiating skills and How to Conduct a Meeting. | | | ✓ | [illegible] |
| The Role of the Church today and Community Problems | | | ✓ | Organization |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | | ✓ | Organization |
| "Omawale" | | | | |
| "Our Country Too" | | | ✓ | [illegible] |
| "The Negro and the South" | | | | |
| "The New Mood" | | | | |
| "No One to Help Us" | | | ✓ | [illegible] |
| "Nothing But a Man" | | | | |
| "We Struggle for Ourselves" | | | | |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | | | | |

Please Write in your County

V1. What did you like best?

V. What did you like least?

VI. These workshops have helped me in the following way (s).

1. Learning — [illegible]

2.

3.

4.

VII. Comments

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ADDRESS HIGHWAY # 42, PRENTISS, MISS. ORGANIZATION C.D.G.M.

## EVALUATION

1. Rate the Sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Administrative Skills | | X | | By continuing |
| CDGM - How it Works | | X | | it work fine |
| Citizenship Education | | X | | Political |
| Community Organization and Welfare Rights | | X | | [illegible] |
| Community Public Relations | | X | | Work ing to [illegible] |
| Housing | | X | | By [illegible] [illegible] |
| Leadership Techniques | | X | | [illegible] work to [illegible] |
| Negotiating skills and How to Conduct a Meeting. | | X | | By [illegible] [illegible] Leader |
| The Role of the Church today and Community Problems | | X | | By [illegible] them |

11. Rate the Films.

| Name | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| "Free at Last" | | | | To [illegible] [illegible] |
| "Omawale" | | X | | To con [illegible] |
| "Our Country Too" | | X | | By [illegible] [illegible] |
| "The Negro and the South" | | X | | By [illegible] [illegible] |
| "The New Mood" | | X | | Yes there is a [illegible] |
| "No One to Help Us" | | X | | ask an [illegible] |
| "Nothing But a Man" | | X | | stand up [illegible] |
| "We Struggle for Ourselves" | | X | | [illegible] |

111. Rate Your Night Classes.

| | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | | | | |

Please Write in your County

Vl. What did you like best?

V. What did you like least?

i did Lak the way That We Were
trial When our star) to march an sen
the struggle th went thru to get us where
we ar To day

Vl. These workshops have helped me in the following way (s).

1. the many Thing that i learnt
how People is well set down and other
2. i found out that were the is unity
the is strong
3. i Leader ship no Lead cane
Lead whe dont Go
4. an i shall con tn to pull
up the good work

Vll. Comments

i coment fur stay for the
good work that we ar doing
an i will con tinue
To do all What i can
an in our community an other
als in a mer can to Kee the work going

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MSS 546 SEDFRE

Citizen Education Workshops.
Evaluations

Box 23
Folder 2

State Historical Society of Wisconsin

Please Retain Original Order

CCWSH

WORKSHOP EVALUATION

NAME Jim Featherwood

ADDRESS 477 E. College - State College, Pa.

Summer 111 Madison

CITY Kingstree STATE

(1) WHAT DID YOU LIKE BEST? discussions of specific programs that are effective - other than voter registration. And, how to start & follow through on such programs. discussions of role of whites in struggle.

(2) WHAT DID YOU LIKE LEAST? lack of variety in workshops, with a choice to us on where to go, at least part of the time.

(3) IF SEDFRE WOULD DO THE PROGRAM AGAIN, WHAT WOULD YOU YOU SUGGEST TO IMPROVE IT? more focus on specific programs, examples of successful community programs (from the beginning to the end). More discussion of Federal Programs available - co-ordination of efforts among CR groups.

COMMENTS: I gained a fresh if not a new perspective on my summer and my whole place in the struggle, a respect for the business of organizing a community and an impression of its possibility.

WORKSHOP EVALUATION

NAME Fannie L. Garvin

ADDRESS Post Office Box 537

CITY Saint George, STATE South Carolina

(1) WHAT DID YOU LIKE BEST? In the first session every-body was very polite Know one interrupt When someone Was talking Know one Left any section until The Meeting was adjourned.

And one of the session began on time.

All the spekers Spoke Loud and clear.

(2) WHAT DID YOU LIKE LEAST? They set a time to be their, but they always start five or Tifenty minutes later.

Seems to me if you know you are going to divide into sessions, why Not have Chair back Their before The people get Their and in this way, I Think this will save time.

All the spekers spoke loud and Clear.

(3) IF SEDFRE WOULD DO THE PROGRAM AGAIN, WHAT WOULD YOU YOU SUGGEST TO IMPROVE IT? I think that the SEDFRE outlined the program very good, but they should put the schedule out on the first day of arivall.

COMMENTS: By given out literatures it was a great help to me, because When I didn't get the information given I know That It will be some literature With that information.

And I have really enjoyed all the Sessions.

Thank you

## WORKSHOP EVALUATION

NAME Lesa Hankins

ADDRESS 108 mill Street

CITY Saint George STATE South Carolina

(1) WHAT DID YOU LIKE BEST? Lesa Hankins The information for voting And the way of going about the Register

(2) WHAT DID YOU LIKE LEAST? Lesa Hankins the meeting [illegible] not start on time. Have to talk loud so that everyone can hear you.

(3) IF SEDFRE WOULD DO THE PROGRAM AGAIN, WHAT WOULD YOU YOU SUGGEST TO IMPROVE IT? Lesa Harkins

By starting on time, Getting there on time.

COMMENTS: I enjoy the meeting hope to come back. the meeting was very interesting.

## WORKSHOP EVALUATION

NAME Betty R. Honkins

ADDRESS 108 Metts St.

CITY Saine Georges STATE S. C.

(1) WHAT DID YOU LIKE BEST? I like fist that abouth Democratic. How to go abouth Victory. and Civil Rights Responsipilities. I like Citizenship Education workshop.

(2) WHAT DID YOU LIKE LEAST? medicare Education Vating Rights Clean Water Housing Housing War on poverty more parks Highway beauty tax cuts Regional aid.

(3) IF SEDFRE WOULD DO THE PROGRAM AGAIN, WHAT WOULD YOU YOU SUGGEST TO IMPROVE IT?

Quaterly Report of community
Development, and the
federal Government.

COMMENTS: I [illegible] engoy a
very I would Come back.

WORKSHOP EVALUATION

NAME Rev: Charles F. Brown
ADDRESS 2337- 9th ave So

CITY Birmingham 56 STATE Ala

(1) WHAT DID YOU LIKE BEST? I like the Subjict we must Change, From 2 Party Sistem to 3 Party Sistom Thing that dont be Put In the white paper. ~~we~~ must see too That it must Be in the Clord paper So we can Carry the program On

(2) WHAT DID YOU LIKE LEAST? I waint to be Free In Political as workers we want every body Learn to work to Gether, and Strive for Gold, and not for Wrong.

## WORKSHOP EVALUATION

NAME Percy Mc Shan

ADDRESS Route 1 Box 109

CITY Boligee STATE Alabama

(1) WHAT DID YOU LIKE BEST? I like the wy the Speaker held to the Subject. Fron nother Speakers. The information that was given in behalf of how to campaign and get the people. led me to know that why we lost in the May primary partly was on our part. How Campaign managers and candidates should work

(2) WHAT DID YOU LIKE LEAST? Too long discussion on minor questions by the audience

(3) IF SEDFRE WOULD DO THE PROGRAM AGAIN, WHAT WOULD YOU YOU SUGGEST TO IMPROVE IT? By the use of time wisely especially by the audiances Keep to the point or subject, as of now. Try to evade debating by all means, no one should his or her temper. not to speak while some one is already speaking

COMMENTS: By all means most of the Candidates Got Something that Can be used in this fight for Freedom

# WORKSHOP EVALUATION

NAME Willie McDaniel

ADDRESS Route 3 Box 226

CITY Madison STATE Florida 32340

(1) WHAT DID YOU LIKE BEST? I like the fact that a canadate doesn't have to win to help his community, for instant a loosing canadate may bring up some issues that would have never been mentioned if he had not run. Local organization are for the community development.

(2) WHAT DID YOU LIKE LEAST? Everything was acceptable and educational. All of the points were brought out.

(3) IF SEDFRE WOULD DO THE PROGRAM AGAIN, WHAT WOULD YOU YOU SUGGEST TO IMPROVE IT? I can't think of anything to improve anything it was just fine and in a maturited manner.

COMMENTS: The first session was fine and all of the points were hit as far as I can see

7-21-66

WORKSHOP EVALUATION

NAME Rev. Otis D. Blake

ADDRESS P. O. Box 483

CITY Gaines Ville STATE Fla

(1) WHAT DID YOU LIKE BEST? It come to our minds that We Should have a Sistem and a body wish would Work to or advantage in the Way Of organizing and Plaining For Futhure Election We aslo learned the key men of our State to contast For fair Play

(2) WHAT DID YOU LIKE LEAST? Some Of the things were that It dosent nessary take money to Sart a Cokain And We Cont win or over Come Sirtain lackes now it Will tak a Priod of time but I am Saying it can be done now

(3) IF SEDFRE WOULD DO THE PROGRAM AGAIN, WHAT WOULD YOU YOU SUGGEST TO IMPROVE IT? I thank if more Plublisty and a South Wide Consoladation in This meating it Will empress imspire most Indewilus in the near future

COMMENTS: This is a Great Session I am enquiring I have bin enspired to go back with the enfomation have gathred here and be one of the Greats of or time this is Saying a lost

# WORKSHOP EVALUATION

NAME Willie Mc Daniel

ADDRESS Route 3 Box 226

CITY Madison STATE Florida 32340

(1) WHAT DID YOU LIKE BEST? I liked the idiar of getting into the community and try to get the people the knowledge of making an intelligent vote.

(2) WHAT DID YOU LIKE LEAST? I didn't like the method of doing this, and I also didn't like breaking the community into segments because of their parts. I believe it should be be done jointly.

(3) IF SEDFRE WOULD DO THE PROGRAM AGAIN, WHAT WOULD YOU YOU SUGGEST TO IMPROVE IT? I think it would be a great asset if the individual will come with an idea of contributing to the program and not to argue with his fellowman. Talk things over in a cool or pleasant atmosphere.

COMMENTS: As a whole I think that the program was fine but a great deal more could have been accomplished if the arguments have been limited.

Second session: I think the second session was very exciting and educational. I think the advising gave the informations the best it could have been given. I really liked it

Third session: was more so of continuation of the second session and it was discussed in a very pleasant atmosphere tempers were kept down and we got a lot done, touching on all the little as well as the large steps in conducting a campaign. All the informations from all sessions where very good but in some sessions we accomplished more than others because of arguments.

WORKSHOP EVALUATION

NAME Mrs Mary Elizabeth Brown

ADDRESS 2337- 9th ave So

CITY Birmingham 5 STATE Ala

(1) WHAT DID YOU LIKE BEST? Every Person Should have a Responsibility with in his are Her Capacity make Clear, and Don't underestimate that's needed. we can ~~and~~ Keep use Our Ballot. by over come racilal prejudice and Segregation. By your Vote and have job in City Hall and State Office Building and have Comfortable Shelter and attractive Streets This is a 2 Party System -

(2) WHAT DID YOU LIKE LEAST? The History of American Negro Ar The 1885 traces the history a Moment in the Civil Rights Struggle. Show Booker T. Washington Struggling for the negro Race. Frederick Douglass Struggle for all negros of American Dr Martin Luther King is as Mose, he's asking to let His people go, He's asking to free his Nation And let his peoples go. We are Tired and want to be free

(3) IF SEDFRE WOULD DO THE PROGRAM AGAIN, WHAT WOULD YOU YOU SUGGEST TO IMPROVE IT? ______________________________

COMMENTS: I have ~~[illegible]~~ Enjoys all of I
have heard, from the time I came untill
leaving first workShop at 2.30 P.M. 7-22-66
Second at 7.00 P.M. workshop. Let my people go-
And. the 7.23-66 9.00 A.M. workShop. Subject
Free at Last. Predi's to let my people go..
And the Answard is we Shall Over Come
Mrs Mary E. Brown Thanks for Everything

WORKSHOP EVALUATION

NAME Otis D. Blake

ADDRESS P. O. Box 483

CITY Gainsville STATE Fla

(1) WHAT DID YOU LIKE BEST? The right aproch
to the Present condishion to
the Problem whitch Confront
Us Zoning Programs
Selecting and Selecting
Person For Plublic Office
Having Seminal Session
Inviting ExPerts to com in

(2) WHAT DID YOU LIKE LEAST? That we cont
acomplis these things now
it will tak more time
I disagree I am saying
it Can be done now

(3) IF SEDFRE WOULD DO THE PROGRAM AGAIN, WHAT WOULD YOU YOU SUGGEST TO IMPROVE IT? I am in favor of a Sath wide consolidate

COMMENTS:

# WORKSHOP EVALUATION

NAME Mrs. M. C. Williams

ADDRESS 1114 N. Roosevelt St.

CITY Bogalusa, STATE La. 70427

(1) WHAT DID YOU LIKE BEST? The Voter Education program. The atmosphere of the work shop as a whole.

(2) WHAT DID YOU LIKE LEAST? Maybe the agriculture program since I am not a farmer.

(3) IF SEDFRE WOULD DO THE PROGRAM AGAIN, WHAT WOULD YOU YOU SUGGEST TO IMPROVE IT? Have more programs more often.

COMMENTS: I have enjoyed the whole program. Hope to get a chance to attend more.

# WORKSHOP EVALUATION

NAME Rev George Noflin

ADDRESS Weyanoke Louisiana

CITY Weyanoke STATE Louisiana

(1) WHAT DID YOU LIKE BEST? Conducting a Campaing.
The responsibility of a good Chairman.
Establish school for political Workers:
Organizing a good Committee

(2) WHAT DID YOU LIKE LEAST?

To longer discussions on one thing.

(3) IF SEDFRE WOULD DO THE PROGRAM AGAIN, WHAT WOULD YOU YOU SUGGEST TO IMPROVE IT?

No Comment.

No Improve.

COMMENTS:

I Thank the meeting was a great sucess.

# WORKSHOP EVALUATION

NAME N. H. Smith

ADDRESS R. 5 Box 315

CITY St. Francisville STATE Louisiana

(1) WHAT DID YOU LIKE BEST? how to conduct a Campain & how to qualify a canadate for public office

(2) WHAT DID YOU LIKE LEAST? to long discussion on the same question

(3) IF SEDFRE WOULD DO THE PROGRAM AGAIN, WHAT WOULD YOU YOU SUGGEST TO IMPROVE IT? Meet on Time and let the leader or Teacher Teach the Subject and let the Persons present take Notes

COMMENTS: The Meeting was good and a Schooling for us all we will go to our States & parishes with a message to improve our parish

WORKSHOP EVALUATION

NAME Marshall Mogee

ADDRESS 406 Bedmond St.

CITY Bogalusa STATE La.

(1) WHAT DID YOU LIKE BEST? I like the Civil Rights ResPonsibilities of the Fidiul Government. the 1764 Civil Rights act Further authorised the attorney General to initiate lawsuits to.

(2) WHAT DID YOU LIKE LEAST?

WORKSHOP EVALUATION

NAME Mr. J. W. Augustus

ADDRESS 1822, N ARDENWOOD, DR.

CITY Baton Rouge La STATE 70806

(1) WHAT DID YOU LIKE BEST? Thee Entire Work Was very very good. I learn a lot from being a part of it as I am up for to Elect. to East Baton Rouge School Board before I come to this Work shop. I Knew I would Win the Election, but after

(2) WHAT DID YOU LIKE LEAST? Hearing others Whom have run for public off and Lost so it wakes me up to not make Some mistakes as they made So I have Learn a lot from this Work Shops

J. W. Augustus

(3) IF SEDFRE WOULD DO THE PROGRAM AGAIN, WHAT WOULD YOU YOU SUGGEST TO IMPROVE IT? Just carrie on as of 7-21-66 the wark Shap. Was un way way Good And Mr Ronnie Maare. Was a real Gentlemen. and are a way good Leder to fallow. it will make a Better America far all of the peopls.

COMMENTS:

J. W. Augustus.

✓

WORKSHOP EVALUATION

NAME Sylvia Martin

ADDRESS 80 Cardinal Lane

CITY Islip STATE New York.

(1) WHAT DID YOU LIKE BEST? A feeling of a beginning awareness of group dynamics. Also my ability to participate on a personal basis.

(2) WHAT DID YOU LIKE LEAST? The apparent lack of structure

(3) IF SEDFRE WOULD DO THE PROGRAM AGAIN, WHAT WOULD YOU YOU SUGGEST TO IMPROVE IT? More time (1 wk)

COMMENTS:

# Notes from the Discussion

12/3/66 Section I

The Discussion was about the difference between the Democratic Party and the Rep-ublican Party and how they go about selecting their candidates to run for office. Then there was a discussion between two of the candidates that ran for State Senator and City Concil and how they felt and what they learned from it. Then everybody was asked to introduce their selves and who they worked for in the election and what they did the do to help and did they understand the way the election was being run and what did they learn from it

(2)

Some can do Cannassing and others can be poll-Watchers. They are interested and eager even though they're not of a Voting age. Another Basic thing is to try and find some young person or person in an area that the people know well and they Will be most likely to follow him or her.

Mr Mc Cain felt that we didn't get enough negroes out to Vote even though they were registered & eligible.

Mr. Lloyd says he in Lee County there were no negro Stand-byers. He stated that he stayed Outside in his Car and as a negro went in to Vote he told them that if they needed any help to ask for whom-ever they wanted to help them. (along the negro line i.e.) Mr. Lloyd said so many people were Calling on him to help until one of the white persons said they were tired Calling him on the inside. He feels we have to get more negroes on the inside as poll-watchers & more stand-up.

Andy wanted to know how do you go about in getting the people to vote - precinct wise Mr. James said they call all the people together and elect a Chairman. Mr. Denny wanted to know how they might utilize the people in the Block more effectively. Mr. McCain answered by saying that in Sumter County they go into a bloc & ask the people if they might have a Meeting in there home. They talk to them about their street being paved & running water etc. Mr. McCain told how people have responded to Rev. Lewis as a minister because he has been successful in securing jobs for them. All this was just to show there are many ways in bringing people together and getting them to vote.

Mrs. Tracey told of ~~the~~ some difficulties in Dorchester Co. She stated that once we get

④

the negroes to Vote we should also look out for them ~~in so far as~~ when they get in trouble in so far as the White man making them move after they have Voted.

One Gentleman wanted to know if there were funds available in a case like this. Mr. Lloyd suggested that if anyone have some land they can give, that they give it, and also for the leaders to see about getting these people jobs.

~~Mr. Demry feel~~

Rev. Lewis said he feels we have to deal with the immediate problem. Rev. Lewis feels that we should be Careful with the Candidates we elect or them who throw in there own Candidacy. They should first be Concerned with helping their people and not setting themselves in such a high circle. Mr. Demry agreed 100% but said also we should face the problem in so far as getting funds to run an election.

we need jobs etc. because we can only support our people for a Certain length of time. we need industries here that will hire unskilled workers because our people have been deprived of their education in previous years.

Mr. McCain said he don't think refusal this will stop the people from voting just because they lose their jobs or their home. He asked that we not take a negative attitude toward registration,

Mr. Lloyd Commented that he still feels its important they we try and help our people get better jobs and Someplace to live. For the simple reason, they need to know that their Color think more of them than the white man.

Mr McCain then asked ~~Rev.~~ Lloyd, Rev. Lewis & Elder James, what are they doing to help. Mrs Tracey says there are many ~~people in~~ Ministers who will not open their doors for these meetings on helping the less fortunate.

Mr. Elder James then said, if we don't do something for them as a Negro race and appreciation, they will then you in open Water & drop you. ~~Mr.~~ Elder James said we will first get someplace for the people to live, then intercede to get them a job.

Rev. Lewis then brought up the matter again of Mr. McCain saying don't look at the positive side. He said we must try & help them with the problems. He stated that with Mr. McCain seeking a job every year for 10 yrs isn't like an ordinary person seeking a job because he as A B.A. plus an M.A. Mr. Demry gave a few more interesting remarks and the meeting was adjourned at 12:25 p.m.

Afternoon Session (7)

Mr. Frank Robinson introduced himself and what and where his work is done. Mr. Sheppard said that a Organization should be base on issues. he also said the the happens around the precincts are vital. He gave the group an organized way of preparing a campaign in order to be ready for voting and getting the man they are voting for in offices. He concluded by say These are the things that I would do going by my experience. Mr. Elder James said that we should forget about the color that we should base ourselves on whether the person is capable of holding the job.

he also said that through communication we could overcome some of this evilness. he said that if the white man would try to understand and think of the Negroes as being human, there would be more harmony and peace. Mr. Denry ask the question How can you get the white men to meet with you? Mr. Sheppard said in answer to that question was that it depends ~~upon~~ upon the Negroes. He say that the Key to the decision was you as a race. Mr. Frank Robinson asked the questions (1) where have gotten from registration (2) How has it become more effective

(9)

Which he answered himselve. explaining some of the happening during the period of registration.

Mr. Lewis asked the question How do you go about getting a precint leader. or a manger of the pole mangers Mr. Sheppard said in answer that should come by law. Mrs Neal said that a person should be elected by the organization. which she illustrated on the blackboard. She said that the (1) we should have an organized precint. she also said that we don't want to take all from the whites as they have done to us. We only want to be a part of.

(10)

We carried out the process Of setting up pre-cent as a practice. Mr. Frank Robinson said that the Negroes do not attend the pre-cent meeting enough to vote. he also said that he thinks that it's the Negroes fault that they can't vote in the pre-cents meetings The meeting was adjourned until 3:30

At 3:30 the meeting began again It was said that the negroes ought to be able to elect anyone they want into office It was said. that we should

Mr. Lloyd said that it depends upon the person who is able to do the work. Mr. Carl said that the most sucessful political person in our party for the last 30 or 40 years. In drawing your Organization and canidates you must Consider all sorts of possibilities Mr. Flenning said that the reason we can't get ~~f~~ together is because we are divided. We have to get together before we can vote and win by a landslide. It was brought out that when we put a person in office we have to know what he can do for us let us not go to a canidate as a peron by one's selfe. Lets us go as a group by sending a respresentative from to speak for the group. Mr. Lewis suggested that maybe we could get a meeting with the leaders of All the Conties so that the people who don't have or know anything or need the guidance of others or in other words to better our organization, Make us as Negroes become strong in political forces. It was stated that we have leadership on the county wide. but we do not have it nation wide. It was suggested that tonight

(13)

maybe we could have a round table discussion between the canidates who ran in the the election whether they won or not. It was stated that there are only 2 reasons why a person can (1) whether he can produce enough money for a campaign Mr. Lewis asked the Question "Is there any way we could change this reregistration law?" It was suggested that we should try to get permanent registration although it won't happen, But rush them by telling them when you want the registration books open & where you

you want the books to be carried such as factories etc. The meeting was adjourned. At 5' o'clock we will Return at 6' o'clock.

12-3-66 Minutes of 10:45-12:30 meeting

presiding were Mr. J. D. McCain & Mr. Richard Miles. Discussion: Voter Registration Drives It Came under four headings. (a) Techniques & Methods of organizing Voter registration Campaigns, (b) How to Combat apathy, fear & illiteracy, (c) Financing Voter Registration Campaigns, (d) Role of Citizenship education. Mr. McCain asked that the discussion be informal. Mr. Miles stated that he would like for the young people to take part. By the way Mr. McCain is Staff Representative, S.E.D.F.R.E., and Mr. ~~miles~~ Miles Director of VEP for Southern Regional Council. Everyone was a little at loss for words because the discussion from 9:15 to 11:45 dealt with the same thing as this one.

Mr. McCain pointed out that the young people Can & Will play a great part in helping people to get out and Vote to Vote. Mrs. Neal stated that the title Iv. played an important part to the people. She also stated the most effective way to get people out to vote is to knock on doors. Mrs Neal asked that we eliminate race and speak of schools, lights, running water, better Roads etc. housing development. We must become a part of the political structure. To do this, we must Vote.

Then one of the Chairman of the Voters League talked about the problems they ran into and what success they had with the negroes and whites in registering and voting while the election was going on. Then there was a discussion about the Mass Meeting being held at different churches and what were the purposes for the meetings.

Taking notes from 10:45, Mrs. Fanny Neal was summing up the discussion on better-ways to Motivate Negroes to Vote. She spoke of "The Right to work Law" and its many dangers. The Rights to work law Salary in itself is dangerous because the people that work there can tell the less fortunate people nothing. The ministers can play a great part in Canvassing for people

**People who** have in A.P.P.
One woman - Chairman of
Board of Directors of ...
Tutoring programs all
the way thru junior
college.

Robinson project - "Can you
realistically build poor pep's
orgs. with federal funds?"
This org. is up for funding
every 3 yrs.
Project is primarily an
action training program.

1. Trains people how to
organize & how to function
w/in the organization.
How to be officers
How to run committees
How to lead etc.
2. Teaches people how to

Interpoverty Program
Test whether or not poor people's organizations can be effective.
3 yrs
Housing group which
will become an institution
Contract, etc.

be involved in DA.
Boycotts, pickets, demonstrations.
Train people how to
work w/ publicity.
3. Train peps. to work for
themselves.
Example -
Group wanted to demonstrate at Welfare Center
for welfare families. Project
taught these peps. how
to document case studies,
how to demand changes,
and how to NEGOTIATE
Mr. R. does not believe that
the fed. gov't will subsidize this type of action
for a long time. 'Cuz
when poor peps. unite
into a power block,

gov't agencies tend to siphon all mons. End up w/ skeleton organizatio in 2 or 3 yrs.

With this in mind, what can one do to maintain the organization, & continue to weeld power in confronting the issues that are the probs of the people.

Yesterday in paper

11 million cut of of funds for APP in New York. Leaves 25 million. 1/4 of this will go to Headstart, which is operated by the Board of Educ. These are only marking time - FAT TEACHERS.

What can realistically be done in these 2 or 3 yrs?

1. Let poor pep. or those who understand them represent these people. Block organization.
2. Invest funds in such things as real estate, business, etc. Thus the money will become a solid base, which will continue after end of Fed funding.

Nurseries - Welfare mothers

Welfare People ~~[illegible]~~ - ~~Prog~~ make up almost 92% of the program. Most all of them remained in the homes. Hope is that WM's will

remain in the organization.
Name Welfare Mother is in
itself a hindrance, because
it lowers self-esteem. Should
be changed - dignity of the
individual (Bob Pratt).
But the WM's in New York
project don't feel shame
over this name. They feel
dignity because they are
poor. They voted to
continue to use this name.
WM's at Bootstrap - dress
making + shop.
Wholesale food "business"?
Investigating credit
union. Going to set up
a cooperative store based
around school supplies.
Much of this organization

was financed by APP.
It was ~~upon~~ said that there should
be a funding program which
would not be Anti-Poverty,
which has the same effect
of name "Welfare Mother." A
foundation should be set up,
for this purpose.

Money alone won't solve
poverty. Answers —

1. Educate people. NOT
TO KNOW THEIR NEEDS.
because they know them.
Rather how to articulate
them
   a. Educate people to
   the fact of the inferior
   schools
   b. Educate people politically. Recognize
   they are not being
   represented in politics

parties. Vote only for candidates who represent their needs.

We should look into other ways to deal w/ mothers. Not just according to the mores of the "great society". First job, is to demand the right to make our own ~~[illegible]~~ definitions. 1) 5,000 jobs are lost a week to automation. Nothing is going to solve the war on poverty.

2) Concentration Camp outside Harlem, LA and other cities. The gov't doesn't call them camps. 85% of people losing jobs are Negroes.

all part of the system. See things clear. Only reason these communities are called ghettoes, is because the people of this community don't control it. Why aren't Scarsdale, San Marino ghettoes? — The people control them. The problem is on the outside, those who run all communities. Purpose of A-P P is to control the CR movement. Payola in Mississippi. How to develop a power in the ghetto, & HOW TO YOU A DEVELOP A FORCE OUTSIDE THIS, IN THE SCARSDALE GHETTO. Thru progressive students & politicians, Churches, and others. A coalition between these groups to put pressure on the system

Must develop an economic, self-sufficient power w/in oppressed ghettoes.

Redefinition of ~~St~~ protestant work ethic. "One must work work work to have dignity. To be on welfare is shameful" This whole idea should be discarded.

Even in going into business, there must be a political base. Must play the game well, if one is to compete. ~~But~~ Reject the

nan's definitions. BUILD A
BETTER MOUSE TRAP.
Chicago
Daley & his machine were
losing control of politica
— — . . Reason - Growth
of labor unions & successes
of Freedom Unions (?)
Daley said crack down - cops.
But then withdraws. Gets
support from business
men - WHO live 80 miles
outside communities -
then he really cracks
down. People weren't
politically oriented.
They are organized, but
not oriented (TO THEIR
OWN NEEDS)
But problem of organizing

to their needs - Everyone has different needs. Some are happy w/ welfare checks some hate it

Understand phenomena -
people don't do anything unless it is for themselves
Not until politics reach this assumption, will the people become politically oriented. Then they see the value of voting. Then they will organize on particular issue or
" candidate,

John Davidson -
Economics is more imp.
White community - all power is based on economics
Politicians acts only

when pushed by the strength of economic power.

When were major changes made - civil rights act, etc. Came through demonstrations

Myth, in this group when discussing politics

1. Think of term - of ballot
2. " " " personality

Demonstration is just as effective as ballot. What is imp. is political awareness, so that people will know "This is the mess we are in and this is how we got here." When welfare mother can call a welfare clerk "He's a son-of-a-bitch".

System: "If we train poor people to stand for one little thing, they're going to demand more and more. Cut off the funds."

CR movement up til now hasn't changed the system at all. But it can be cracked anytime one wants.

Welfare mothers - train them as nurses assistants, technicians. Then go to county hospitals. Train people for city agencies.

Big business is the sole dictator of the country.
Steel, Dupont, Ford.

When money is pulled out can community organization continue. YES. New sense of awareness, sense of strength.

Welfare system is to keep

people poor + psycholog-ically ~~feel~~ see themselves as worthless.

Of course, in the past big business has run the show. But this community awareness + strength & challenge is new. Hasn't been tried before. It will crack the system, big business.

In NY, child on welfare is entitled to free lunch, but must have blue card where others have red. This stigmatizes, and all those in the school form ~~their~~ attitude toward him from this. Welfare Mothers ~~[illegible]~~ are fighting this, and it will be changed. Every person should realize "You have something you can contribute to this world, you can do something" Must challeng the myths. Many people want to stay on welfare, because they don't think they can do any better. They are content, satisfied, + brainwashed. Learn to demand more of the system.

OBJECT IS TO MAKE PEOPLE OPEN THEIR MINDS AND SEE A LITTLE MORE THAN THEY SAW YESTERDAY.

Guaranteed annual income doesn't mean anything. People are afraid to

Turn loose. Break away from traditions & security of past. Many leaders have attuned their thoughts so far ahead of the people their working with, they're going to lose them. This kind of thinking is ridiculous. The people they're working with cannot relate to this.

What is needed to get people moving. Begin at bottom and elsewhere

---

Questions-

1. Assuming one has money for a program, how far & free can one go.
2. What are you building, and how will you maintain it.

Always strings attached w/ funds. Must compromise.

Since A.P.P. ~~[illegible]~~ is here, ~~the~~ we ~~should~~ might ~~just~~ as well make the best use of it.

"Use it while its there" - one of most popular theories

Need of community organization and unification can't be if funds are used in things which the community disagrees on

Teen Post approach - poor

Head-Start - poor

Some have real value and could become self-sufficient - must be run by people who live in the actual community

But do need certain aid from the outside because skills are needed from them

Really, it's an issue - self-development vs. the doal } long range goal after a certain period of time - would have created teachers so outside help wouldn't be needed in the long run.

Must be reconciled to the fact that all real involvement will be

Mobilate - need a push to get started
Motivation - ideals and background
Physiological - food and
Achievement - must break the "I can't syndrome"
Development of leadership:
leadership training - "cream of the crop" unified
neighborhood recruiting - need of manpower lacking
knowledge: understanding and perception
community unification: in a block, a firm, a social group (in welfare today)
attitudes: destruction of myths, sensitivity training, self-discipline, true belief
develop an organization: destiny defined

and evolved - not at first or middle
never dictating thoughts or philosophies
development of membership: publicity and
leader's persuasion

all tied in with federal aid - can this
take place with that aid?

New movement:
development of local organizations
around pressing present issues
not outside social agency or proffessionals
use proffessionals for technical role alone
$50,000 sent back to the federal agency
because they didn't have time to adminaster the handouts } from Harlem

Trained to:
be officers and members
know their rights
exercise their rights
constituency in leaders - not self-appointed - they have the people's support

self-determination new mood of the movement

70% single women - in ghetto

Wefare mothers have most involved in movements - are the main force

less than 4% cheat on welfare

3 or 4 month welfare organizations have had $22,000 in welfare money - another advantage of organization

Going after those easiest to organize first because money won't be around for long "the cat on the corner" - will have power but are too hard to organize in the short time the money is left

Difference in New York and L.A. - in L.A. the man is paid to live with the woman in New York the women gets less if the man lives with her

South Carolina-Florida Series

May 20-22
April 23-24
June 25-26*
July 22-23*

Participants: community people from South Carolina, Florida

LIKED BEST:

The informal atmoshpere of the discussions

The chance the workshops gave for people to come together and discuss and compare problems

Converstions and discussions on black power, and related issues. Many people stated they were unfamiliar with the meaning, uses, etc. of black power and ~~to~~ were glad for the opportunity to discuss them in an open and informal atmosphere.

LIKED LEAST

Resource persons from the U. S. government were felt by the majority of participants to be unsatisfactory, evasive, and dull.

COMMENTS: All participants ~~expressed~~ expressed satisfaction, and praised ~~the~~the workshops. Many expressed the desire to see younger people from the community involved in the workshops. ~~Mostly~~ all felt that the workshops should be continued, and in other areas.

Comments
Selected at random

South Carolina Series

TOM LEATHERWOOD
472 E. College - State College, Pa.

Summer 111 Madison, Kingstree, S.C.

I gained a fresh, if not new perspective on my summer and my whole place in the struggle, a respect for the business of organizing a community and an impression of its possibility.

James McCain
317 West Bartlette St.
Sumter, S. C.

Community Organizer

These series of discussions have brought interest and information on the different topics discussed at these workshops that wouldn't have been gotten without these workshops. My criticism would be that, field staff should take a more active part in seeing to it that sessions start on time by being on time themselves. I would recommend that these workshops continue.

Bob Welsh
405 S. Harvin
Sumter, S. C.

Ronnie's workshop was freewheeling, lively, and challenging,

Sarah Lee Green
Rte 1, Box 97
Kingstree, S. C.

I think the whole meeting was fine and that I would like to attend another one of these kind of meetings.

# WORKSHOP EVALUATION

NAME

ADDRESS

CITY STATE

(1) WHAT DID YOU LIKE BEST?

(2) WHAT DID YOU LIKE LEAST? Each workshop too short
Not enough written examples, and
descriptive material. Too cursory and
brief in discussion. Time talking used in
listing elements (potential, but not necessarily
required) could better be used in discussing
examples.

Problem is to give campaign workers the knowledge of techniques which will make campaigns successful. The ideas and hopes of political participation must be accompanied by the necessary techniques.

(3) IF SEDFRE WOULD DO THE PROGRAM AGAIN, WHAT WOULD YOU YOU SUGGEST TO IMPROVE IT? More example material longer, more extensive discussion. More discussion and guidance and less lecture. Special care needed in bringing out problems that are often encountered. Shortage of experienced workers is real but changing with ~~[illegible]~~ each election. However, caution against false and unrealistic hopes is necessary.

COMMENTS: It's good, it can be better.

WORKSHOP EVALUATION

NAME Mrs. Stella Louise Johnson

ADDRESS 522 South Main Street

CITY Sumter STATE South Carolina

(1) WHAT DID YOU LIKE BEST? I enjoyed the discussions we had yesterday about trying to influence people to vote and the discussion about the black and white power structure, and about integrating schools.

(2) WHAT DID YOU LIKE LEAST? What I didn't like to well was when the second group had these discussions, well to me it was a whole lot of disturbance and I didn't appreciate the way some of the people were talking about the difference between the White people and the Negro people.

(3) IF SEDFRE WOULD DO THE PROGRAM AGAIN, WHAT WOULD YOU YOU SUGGEST TO IMPROVE IT? Well if we were
to have another meeting here
again I would like to suggest to everyone
to keep their mouths shut if they
don't know what they're talking
about

COMMENTS: The only comments that
I have is that mostly everything
was pretty swinging (nice).

## WORKSHOP EVALUATION

NAME Ralph W. Canty

ADDRESS 206 S. Purdy St.

CITY Sumter STATE So. Carolina

(1) WHAT DID YOU LIKE BEST? I seem to enjoyed the sensitivity training. However, I regret that more of the community leaders weren't here to participate in this session.

(2) WHAT DID YOU LIKE LEAST? The manner in which the discussions were lead.

(3) IF SEDFRE WOULD DO THE PROGRAM AGAIN, WHAT WOULD YOU YOU SUGGEST TO IMPROVE IT? The only suggestion is that of involving more of the Community leaders in the workshop. This is the only session I have attended and I found it to be very helpful and I think they would also.

COMMENTS: Please don't let this be the last Leadership training Series.

Sc - flo

3

## WORKSHOP EVALUATION

NAME James T. McCain

ADDRESS 317 W. Bartlette Street

CITY Sumter STATE SC.

(1) WHAT DID YOU LIKE BEST? (A) Community Organization (b) Current ideas in the movement (c) Sensitivity Training (d) Films on Negro History (e) federal programs, (ex~~Hom)~~ medicare etc. (f) Enterpretations of the Civil Rights Laws

(2) WHAT DID YOU LIKE LEAST? The enterpretation on the Anti-povety programs especially those dealing with OEO. The evasiveness on the part of federal officials in answering many Questions that were asked by members participating in the workshop.

135
,
278

(3) IF SEDFRE WOULD DO THE PROGRAM AGAIN, WHAT WOULD YOU YOU SUGGEST TO IMPROVE IT? Bring in more resource person who have actually have had success in the field with ~~with~~ the topics under discussion.

more information on Credid union, Co-op. - welfare problems, etc

COMMENTS: These series of discussion have brought interest and information on the different topics discussed at these workshop, that would int have ~~have~~ been gotten without these workshop. My criticism would be, that, field staff should take a more active part in seeing to it that sessions start on time by being on time themselves. I would recommend that these workshops continue.

WORKSHOP EVALUATION

NAME Mrs. Louise M. Berry

ADDRESS 308 W. Boyce St.

CITY Manning STATE S.C. 29102

(1) WHAT DID YOU LIKE BEST?

The discussion on how to Conduct a Campaign. Resource person was Horace Sheiffied.

(2) WHAT DID YOU LIKE LEAST?

The first film on Negro History

(3) IF SEDFRE WOULD DO THE PROGRAM AGAIN, WHAT WOULD YOU YOU SUGGEST TO IMPROVE IT?

The questions and period should be timed, so more people can get a chance to express themselves. The same people get up and talk over and over again and some never get a chance to talk.

COMMENTS: The conference thus far has been most benefical and inspiring, I have gained a lot of information that will be of help to me when I return to my Community.

1st session

WORKSHOP EVALUATION

NAME Carletta Bradford

ADDRESS 308 W. Jackson Street

CITY Kingstree STATE South Carolina

(1) WHAT DID YOU LIKE BEST? I enjoyed very much the talks on Black Power. Although I didn't know much about the subject. I was ready and willing to learn as much as I could. I also enjoyed the dicussion on "How to Get The Community Involved" and the other topics that went alone with it.

(2) WHAT DID YOU LIKE LEAST? One thing that I particully disliked the way in which Lonnie has of offending you. Sometimes he goes a little to far in his dicussion. He may not be aware of this.

(3) IF SEDFRE WOULD DO THE PROGRAM AGAIN, WHAT WOULD YOU YOU SUGGEST TO IMPROVE IT? I think that this program needs a large amount of people attending it. I would suggest that you have the program a little more organized and try a little harder to get the dicussion groups more willing to take part.

COMMENTS: I really enjoyed this program and I am hoping that I will be able to attend another.

WORKSHOP EVALUATION

NAME Annette Louise Miller

ADDRESS 15 Lantern Lane

Manning, S.C.

CITY ______ STATE ______

(1) WHAT DID YOU LIKE BEST? The first Conversation in Group 3. with The problems in Manning. and Why we Can't get along Together.

(2) WHAT DID YOU LIKE LEAST? The Last Conversation with Ronnie. To me Ronnie were picking on Some one person. He didn't give Mr. Miller Time to think before he Answer He Questions. and he Profanity Among young Lazy.

[p. 2 - blank]

# WORKSHOP EVALUATION

NAME Brenda Blanding

ADDRESS 404 Burgess St.

CITY Manning STATE South Carolina

(1) WHAT DID YOU LIKE BEST? Well what I like best was when we talked about helping people to get more money for their sweet potatoes and make more profit.

(2) WHAT DID YOU LIKE LEAST? What I didn't like least was when we had our Conversation on the air condition, and how they were going about it.

[p. 2 - blank]

## WORKSHOP EVALUATION

NAME Bob Welsh

ADDRESS 405 So Harvin

CITY Sumter STATE S.C.

(1) WHAT DID YOU LIKE BEST? Ronnie's workshop was free-wheeling, lively, challenging.
John's talk on community organizing was also very good.

(2) WHAT DID YOU LIKE LEAST?
The workshop on community organizing - It was a bit slow, tedious.

(3) IF SEDFRE WOULD DO THE PROGRAM AGAIN, WHAT WOULD YOU YOU SUGGEST TO IMPROVE IT?

hand-pick + individually invite community people who are potential leaders. go light on civil-rts "workers", esp. white ones. Give them a sense of possibilities, and of together being a part of a big movement.

COMMENTS:

Thank you for inviting our group from Sumter.

1st session

## WORKSHOP EVALUATION

NAME Sarah Lee Green

ADDRESS Rte 4, Box 97

CITY Kingstree STATE S.C.

(1) WHAT DID YOU LIKE BEST? I liked the Discussion on Community organization, because I thought that it was very interesting and we discussed a lot of things About Community Organization.

(2) WHAT DID YOU LIKE LEAST? I sort of liked the one that Lossie Moore was in because he made some very interesting Points About the Black Power and I thought that it was something very interesting to talk About.

(3) IF SEDFRE WOULD DO THE PROGRAM AGAIN, WHAT WOULD YOU
YOU SUGGEST TO IMPROVE IT? I think that they should do the Program over.

COMMENTS: I think that the whole meeting was fine and that I would like to attend another one of these kind of meeting.

1st Session

WORKSHOP EVALUATION

NAME Dorothy Bufkin

ADDRESS 314 R Jackson St.

CITY Kingstree S.C STATE S.C

(1) WHAT DID YOU LIKE BEST? I like the dis-
cusion that talked about Black
Power because unless we get together
and talk and plan what we need
to do and what we want we will
never get any thing because the
white man isn't [illegible] a thing and
the Black Power is much to see
that the world to be done.

(2) WHAT DID YOU LIKE LEAST? The discussion on
the Air Conditioners why because
I think that we could have
found much better things to
talk about than on Air Condi[illegible]

(3) IF SEDFRE WOULD DO THE PROGRAM AGAIN, WHAT WOULD YOU YOU SUGGEST TO IMPROVE IT? Yes I would like
to have this Program

COMMENTS: I enjoyed it very much and
I liked the proses that were taken
I can say that it help to get
along with others. I am sorry
to say that Ronnie Moore over
did it other over any body
would try to say any thant that
said (Honesty)

1st session

# WORKSHOP EVALUATION

NAME Olivatta Marie Hughes

ADDRESS P. O. Box 491

CITY Kingstree STATE S.C.

(1) WHAT DID YOU LIKE BEST? I enjoyed the session which Connie Moore was in because I didn't know very much about Black Power and I learned a great deal on it.

(2) WHAT DID YOU LIKE LEAST? I kind of enjoyed the one about Community organization because we use to go out in the Community trying to get people regestion.

(3) IF SEDFRE WOULD DO THE PROGRAM AGAIN, WHAT WOULD YOU YOU SUGGEST TO IMPROVE IT? I think that they should do the whole Program over.

COMMENTS: I think that the whole meeting was fine and that I would like to attend another one of these meeting

WORKSHOP EVALUATION

NAME Frank Robinson

ADDRESS 17 Robinson St

CITY Sumter STATE S.C.

(1) WHAT DID YOU LIKE BEST? I think all the progrom was. Good. and it seam to me that it was Entrees form the Intire grope it all so. Brought. out. Manny. Things that was Wronge. with Community Progrom. That Will help. in Future progrom

(2) WHAT DID YOU LIKE LEAST? I Really Like the whole progrom because it. Really fit in Community Life and. give Each Person a diffrent View on the Intire Progrom. More participation from Local Community in Crese the Thinking of all. Last. month progrom help to Increse the Thinking at. this Workshop.

(3) IF SEDFRE WOULD DO THE PROGRAM AGAIN, WHAT WOULD YOU YOU SUGGEST TO IMPROVE IT? My Sugestion wiel be.
Incurge more. Work Shope. and.
give the Community peoples more. to due,
or Reain the program where there
will be. more pertiupation from
Local Community people.

COMMENTS: I oney hope. that all person
have. gain as much as I did
from. the Work Shope. and.
I due. beleve that they did.
because there were more. question
ask. and. the work Shope will
be. More. question on problem from
the community Program.

WORKSHOP EVALUATION

NAME Carolyn Elaine Billups

ADDRESS 414 Burgess Street

STATE S.C.

CITY Manning

(1) WHAT DID YOU LIKE BEST? When mrs Samuel started talking apout the movement about the kids and how they reacted toward that situation.

(2) WHAT DID YOU LIKE LEAST? I dislike the fact that the group didn't have unity.

WORKSHOP EVALUATION

NAME Lettie Mae Thompson

ADDRESS 389 W. Huggins Street

CITY Manning STATE South Carolina

(1) WHAT DID YOU LIKE BEST? I liked the discussion about "Black Power". I was deeply intrigued by the discussion as a whole concerning "Black Power" and every negro should be.

(2) WHAT DID YOU LIKE LEAST? Well, the least thing I didn't like was when the second group had their discussion, Ronnie said that he couldn't communicate with the white person in the group in the way that he could communicate with the negro.

Mss
546 SEDFRE

Citizenship Education Workshops.
Florida, 1966-1967

Box 23
Folder 3

State Historical Society of Wisconsin

Please Retain Original Order

A VOTELESS PEOPLE IS A HOPELESS PEOPLE

AUG 18 1966

EACH ONE REACHES ONE

**Florida Voters League, Inc.**

A Non-Partisan Statewide Organization
Striving for 100% Voter Registration
And An Active And Informed Electorate

Office of the President
2212 North East Eighth Avenue
Gainesville, Florida

**EXECUTIVE COMMITTEE**
**FLORIDA VOTERS LEAGUE INC.**

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J. D. HOGAN

August 17, 1966

TO: District Motorcade Chairmen

FROM: L. V. Davis, President

SUBJECT: First Annual Mass Rally for the Statewide Voter Registration Drive, Tinker Stadium, Orlando, Florida, September 17, 1966

We are trying to get a bus load of voters to attend the first annual mass rally for the statewide voter registration drive at the Tinker Stadium, Orlando, Florida, Saturday September 17, 1966, 10:30 a.m. The Planning Committee of this rally has suggested your name as district motorcade chairman.

This effort is to demonstrate to the State of Florida and the nation the political maturity of the Florida Negro vote. We want everybody from everywhere to help show our political strength.

Please designate a motorcade chairman in each of the counties assigned to you and have him and his committee to begin work immediately. Get someone who can get the job done. Help is needed fast!

Each county should bring identifying posters showing where they are from and what organization they represent. Bring lunches and cold drinks.

If you fail, we will fail. All roads lead to Orlando, Florida, Saturday September 17, 1966, Tinker Stadium, 10:30 a.m.

TO: MR. RONNIE M. MOORE, DIRECTOR LEADERSHIP DEVELOPMENT, SEDRE, INC.

FROM: SPIVER W. GORDON, ASSITANT DIRECTOR LEADERSHIP DEVELOPMENT, SEDFRE, INC.
SUBJECT: EVALUATION OF ONE-DAY WORKSHOP IN JEFFERSON COUNTY, JANUARY 14, 1967, FOR THE COUNTIES OF JEFFERSON, LEON, MADISON.
DATE: JANUARY 14, 1967

.The Scholarship Educationand Defense Fund For Racial Equality conducted a one-day workshop on Citizenship Education in Monticello, Florida on January 14, 1967. Candidates, Campign Workers and Community Leaders from the counties of Jefferson, LeonandMadison were in attendance.

Spiver Gordon, Assitant Director of SEDFRE, LEADERSHIP DEVELOPMENT TRAINING PROGRAM spent one week in the three counties recurting participants for the Workshop. After recurting the participants, a meeting of the leadership of the three counties was held to parpare the agenda and make others plans.

It was decided at this meeting that the communties would the following; Jefferson County, the host county would be responible for the following; 1. A site, projector set, five discussion leaders, two resource persons and 30 participants. Madison County would contribute: 1. (10) ten Participants and (2) two discussion leaders. SEDFRE, would provide the following: 1. Kits and supplies, 2. a full time Organizer (Spiver Gordon) to assist with the recurting and planning, 3. Provide Films and 4. Transport the Resource Persons from Leon County.

It should be noted that the intent of this produce here was to involve the local leaders in all area of the planning.

, Participants included a candidate for the State Senate and one for the House of Respresentatives, to School Board Member on down to Democratic Committeemen and Women.
The actual Breakdown is as follows: (20) Twenty candidates, (5( five Campign Mangers, (10) Ten Political Workers and (15) Fifteen Community Leaders.

Participants came from groups such as: Voter Leagues, Civic Groups, NAACP, CORE, PTA, MASONS, HUMAN RELATION COUNCIL AND FLORIDA EDUCATION COMMITTEE.

Objectives

1. To train Community Leaders to become Community and Political Organizers and to devlop part time leaders with new skills and techniques.

2. To acquaint locals leaders wiht the functions and responsiblities of public offices.

3. To aquaint the local leaders with the political process on a county level.

In each workshop the participant was allowed to tell of his problems and his attempts to solve them. In one workshop on organization or setting up a political organizaton participants were given thirty minutes to use the Role playing techique to organize the Block, Precinct, Ward and theb County, using a commming election in the county ~~and~~ as a starter. The group argued for about ten minutes and then they finally got down to business. BElow is responses from some of the Participants after the Role- playing and stop alansis was used:

Mr. George Pittman, Jefferson County, School Princpal andlocal Community leader. " I have never put in a sitution where I could see my own mistakes, but when I was told today that I was using too many Big words I really was shocked, I thought all this time I was communicating. This Role-Playing and Stop- Analysis is great.

Mr. W.M. Tillman, Jefferson County Voter League President said " " I saw myself for the first time not helping to organize, but really bossing.

Dr. James Hudson, Leon County , Chaplin, Floridda A&M University had this to say" I am very pleased at the result of the Role - Playing and Stop Alanysis, I thought for awhile the grup would do more arguing and less organizing, but the result was amazing.

Mrs. Grace Hardy, Jefferson County Leader,said " I know after today I will alwaya guard aganist talking too much and listening more thanks to SEDFRE and the wonderful workshops.

Mr. Ed Duffee, Jr., A State Employee and Candidate for City Commision in Tallahassee, Florida had this to say " I have relly been informed today, My only hope is for SEDFREto have more Workshops.

Mr. JohnnyhWatson, Leon County , CAndidate for House Of REspresentatives commented "I shall apply the new techiques I learned today in my next bid for public office, perhaps i will win this time. I really enjoyed the well planned workshops and do hope for more in Florida.

Mr. Calvin GEorge BEss,Leon County, SNCC organizer said, " I am amazed at how right I thought I have been all along, but today I had a chance to see myself and perhaps I have been wrong about many things in the past. I am certainly going to be on guard from this day on thanks to SEDFRE, INC.

A detail evaluation is froth comming from Mr, Artnett Greene and Mr. Ed Duffee as they saw the Workshop.

Please fine enclosed copies of letters to Resource Persons and Agendas, News Paper Clipping from the Tallahassee DEmocratic, dated January 14, 1967, and the Registraton Cards.

Needs for January28, 1967 Workshop in Jackson County Florida.
1. Registration Cards (0) (46)
2. Pamplet, Political Strengtn, HOw to get It. (5)
3. Staniory and Envelopes
4. A REscoure Person ( one that can function in more than area).

Respectfully Submitted,
Spiver W. Gordon
Spiver W. Gordon .

P.S. Ronnie I hope you can underststnd this poor typing but I don!t have anyone to type for me. I did this myself. If you have and questions call me at John Due!s Officice myb phone is still off. ( Please send me the Check for the Bill).

January 14, 1967

Mr. ED. Duffee, Jr.
Secretaryn Of State Office
Capitol Building
Tallahassee, Florida

Dear Mr. Duffee:

I shall always remember the inspiring and informative workshop you conducted for us, "County Political Structure In Jeffferson County last week. I am most grateful because of the way you quickly become involve in other discussion and helping out whereever you saw the need.

I am writing this letter on behalf of the Sclolarship Education and Defense Fund For Racial Equality, for two reasons, One, To thank you add, Two, to ask you to involve yourself and the Secretary'S office in helping us conducting our remaining Workshops in Florida..

/

Our next Workshop will be held in Jackson County, Florida, on January28, 1967.

I trust that you will be able to atted and conduct a workshop for us.

Political leaders and Candidates from the Counties of Gadsden and Liberty will also be involved, Participants from Liberty will be exposed to a lagge degree for the first time in this sort of setting. It should be very interesting.

The site of the workshop has not been chosen at this point, however the Workshop will begin at 9 a.m. until 6:15 P.M.

I thakk you again for you co-operation.

Yours Truly,

Spiver W. Gordon,
Assitant Director Leadership Devlopment,
SEDFRE, INC.

January 17, 1967

Honorable Artnett C. Greene
Democratic Committeeman,
Leon County
Tallahassee, Florida

Dear Mr. Greene:

On behalf of the Leadership Development Program Of SEDFRE, INC., I extend our deepest gratification for the excellent job you did in conduction our workshop on The Dutis and Functions of the Democratic Committee And How It Relate To The County Level.

We shall be indebted to you for taking time from your busy schedule to come to us and do such an excellent job.

I hope that we can involve you in our next workshop in Jackson County, Floridda, on the 28th. of January, begginging at 9 A.M.- 6:15 P.M.

Thanking you again for your wonderful co-operation.

Yours For Freedom,

Spiver W. Gordon,
Assitant Director, Leadership
Development, SEDRFE,INC.

Mr. Moore

607 Hampton Avenue
Tallahahassee, Florida
January 24,1967

Mrs. Patrica Miller
Director, Human Relations Council
7990 Scenic Highway
Baton Rouge, Louisiana

Dear Mrs. Miller,

Please find enclosed a tenative schedule of the workshops to be conducted by S.E.D.F.R.E. INC. and some materials on a workshop held in Jefferson County, Florida.

Please look over the material and let me hear from you concerning what you would like to see us do in Baton Rouge. Bear in mind however, that I have not made any plans with any other leaders in Baton Rouge and all of this forth-coming, when I arrive in La. on the 1st. of March.

You will note March 16-17 is the date chosen for a training session with the hired workers who will conduct the 6th. congressional district voter registration drive in Louisiana, hopefully. I say hopefully because I have not heard from Ronnie or Vernon Jordon of VEP concerning the disposition of the grant requested several months ago.

I hope that I have provided you with the information you requested. However, if you have any additional questions, please let me hear from you.

I will see you in Louisiana on the 1st. or the 3rd. Take care

Yours for equality,

Spiver W. Gordon

ATTENTION! ATTENTION! ATTENTION! ATTENTION! ATTENTION!

January 25, 1967

You are invited and urged to attend a Political Education work shop to be held Saturday February 4, 1967, at the Mt.Olive Baptist Chruch in Marianna, Florida, beginning at 9 A. M. until 6:15 P. M. The workshop will deal with the following:

1. How to get out the vote

2. How to set up political organizations

3. Political structure of Jackson County

4. How to conduct voter Registration Drives and Education Clases.

5. Making plans for the future

This and much more interesting discussions will be carried on at this very important workshop. You should be there! !

This workshop will be conducted by the Scholarship Educational and Defence Fund for Racial Equality, INC.

Sponsered by the following organizations.

1. N. A.A C P

2. Civic Interest Group

3. Voter League

**SCHOLARSHIP,
EDUCATION AND
DEFENSE
FUND FOR
RACIAL EQUALITY** inc.
150 NASSAU STREET
NEW YORK, N.Y. 10038
TELEPHONE 964-8210

Ronnie, This letter was typed over, don't get to excited I don't send anyone mail like this but you - (Ha Ha) This is my poor typing.

January 30, 1967

Rev. Thomas Wright

Gainesville, Florida

Dear Rev. Wright:

Perhaps by now you have received a copy of my letter to Paul Hanh, concering his request for a one-day workshop in Gaibesville, on Political Education.

We hope to conduct the workshop, howewer we want the full co-operation of the entire County. That is we want evry functioning organization to be respresented at the workshop. This program can only be successful if we can get outstanding leaders, like yourself to help us recuite and get otehers involved in this I think a much needed program.

I am enclosing for your benifit a pamplet on Political Organization and an agenda of the Monticello, Florida Workshop conducted by us.

Please read this material and let me hear from you.

Paul, has indicated the he has or is trying to get all leaders of organizations at a meeting on Thursday night February 2, 1967, so that we can parpare the agenda .

*Contributions are deductible for income tax purposes*

---

■ *president;* Andrew E. Norman ■ *vice presidents;* William S. Ellis, Nannette Sachs ■ *secretary;* Ezra Levin ■ *treasurer;* Shelley Appleton ■ *executive director;* Marvin Rich ■ *leadership development director;* Ronnie M. Moore ■ *legal director;* Carl Rachlin ■ *BOARD OF DIRECTORS;* Nils R. Douglas, *chairman* ■ John P. Allison ■ Robert Ausnit ■ James Baldwin ■ Katrina McCormick Barnes ■ Canon James P. Breeden ■ Dr. Kenneth B. Clark ■ Robert Curvin ■ Charlotte Devree ■ Robert F. Drinan, S. J. ■ John Henry Faulk ■ Michael O. Finkelstein ■ Doris Freedman ■ Dr. Edward L. Gibson ■ James T. Harris ■ Claude Heckscher ■ Norman Hill ■ Clarence B. Jones ■ Dr. Archie Lacey ■ Joann List Levinson ■ Henry Morgenthau, III ■ Dr. William Stuart Nelson ■ Richard J. Schwartz ■ Elaine Slater ■ Norman Thomas ■ Rowland Watts ■ Pearl L. Willen

**SCHOLARSHIP,**
**EDUCATION AND**
**DEFENSE**
**FUND FOR**
**RACIAL EQUALITY** inc.
150 NASSAU STREET
NEW YORK, N.Y. 10038
TELEPHONE 964-8210

Please confer with Paul and lend whatever assitance you can in getting persons and organizations to attend the Thursday's night meeting.

I trust that you are doing fine and I shall see you on Thursday night.

Yours For Freedom,

Spiver W. Gordon,
Assitant Director, Leadership Developnment,SEDFRE,INC.

*Contributions are deductible for income tax purposes*

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490

Secretary of State
STATE OF FLORIDA
THE CAPITOL
TALLAHASSEE
32304

TOM ADAMS
SECRETARY OF STATE

March 6, 1967

**Miss Sandra Ann Johnson**
**3207 North Ridge Road**
**Tallahassee, Florida**

**Dear Sandra:**

In order to distribute the benefits of summer employment among as many applicants as possible, we initiated a program during the summer of 1966 to offer employment for six-week periods to those who were interested. This proved so successful that we will again divide our summer employment program into two six-week periods during 1967. One group will be employed from June 1 through July 14 and another group from July 17 through August 31, 1967.

It is our pleasure to inform you that we can offer you a position to begin work with us on or soon after June 1 to terminate on July 14, 1967, at a salary of $200 a month.

Please let us know by no later than March 20 if you accept this offer and advise us of the date you will report for assignment of your duties. If we have not heard from you by this date, we will assume that you are not interested.

It is regretted that we cannot offer you a position for the entire summer, but we hope this temporary employment will be of assistance to you.

Thanking you for your interest and with kind regards, I remain

Sincerely,

Secretary of State

TA/heh

**cc: Mr. Spiver Gordon**

**Secretary of State**
STATE OF FLORIDA
THE CAPITOL
TALLAHASSEE
32304

**TOM ADAMS**
SECRETARY OF STATE

March 6, 1967

Miss Cynthia M. Moore
1418 Hudson Street
Tallahassee, Florida

Dear Cynthia:

In order to distribute the benefits of summer employment among as many applicants as possible, we initiated a program during the summer of 1966 to offer employment for six-week periods to those who were interested. This proved so successful that we will again divide our summer employment program into two six-week periods during 1967. One group will be employed from June 1 through July 14 and another group from July 17 through August 31, 1967.

It is our pleasure to inform you that we can offer you a position to begin work with us on July 17 to terminate on August 31, 1967, at a salary of $200 a month.

Please let us know by no later than March 20 if you accept this offer. If we have not heard from you by this date, we will assume that you are not interested.

It is regretted that we cannot offer you a position for the entire summer, but we hope this temporary employment will be of assistance to you.

Thanking you for your interest and with kind regards, I remain

Sincerely,

Secretary of State

TA/heh

cc: ✓ Mr. Spiver Gordon

Secretary of State
STATE OF FLORIDA
THE CAPITOL
TALLAHASSEE
32304

TOM ADAMS
SECRETARY OF STATE

March 6, 1967

Mr. Clinton C. Cunningham, III
Post Office Box 158, FAMU
Tallahassee, Florida

Dear Clinton:

In order to distribute the benefits of summer employment among as many applicants as possible, we initiated a program during the summer of 1966 to offer employment for six-week periods to those who were interested. This proved so successful that we will again divide our summer employment program into two six-week periods during 1967. One group will be employed from June 1 through July 14 and another group from July 17 through August 31, 1967.

It is our pleasure to inform you that we can offer you a position to begin work with us on July 17 to terminate on August 31, 1967, at a salary of $175 a month.

Please let us know by no later than March 20 if you accept this offer. If we have not heard from you by this date, we will assume that you are not interested.

It is regretted that we cannot offer you a position for the entire summer, but we hope this temporary employment will be of assistance to you.

Thanking you for your interest and with kind regards, I remain

Sincerely,

Secretary of State

TA/heh

cc: Reverend C. C. Cunningham
✓Mr. Spiver Gordon

Secretary of State
STATE OF FLORIDA
THE CAPITOL
TALLAHASSEE
32304

TOM ADAMS
SECRETARY OF STATE

March 6, 1967

Mr. Willie Joe Harris
Post Office Box 366
Havana, Florida

Dear Willie:

In order to distribute the benefits of summer employment among as many applicants as possible, we initiated a program during the summer of 1966 to offer employment for six-week periods to those who were interested. This proved so successful that we will again divide our summer employment program into two six-week periods during 1967. One group will be employed from June 1 through July 14 and another group from July 17 through August 31, 1967.

It is our pleasure to inform you that we can offer you a position to begin work with us on or soon after June 1 to terminate on July 14, 1967, at a salary of $225 a month.

Please let us know by no later than March 20 if you accept this offer and advise us of the date you will report for assignment of your duties. If we have not heard from you by this date, we will assume that you are not interested.

It is regretted that we cannot offer you a position for the entire summer, but we hope this temporary employment will be of assistance to you.

Thanking you for your interest and with kind regards, I remain

Sincerely,

Secretary of State

TA/heh

cc: ✓Mr. Spiver Gordon

Voter Education Project

A PROGRAM OF THE SOUTHERN REGIONAL COUNCIL

ROOM 206 / 5 FORSYTH STREET, N. W. / ATLANTA 3, GEORGIA / TELEPHONE 525-0595

*Wiley A. Branton, Project Director*

[n.d.]

VEJ:

HERE'S WHAT I HAVE NOW ON THE FLORIDA PRIMARY:

1. FRANK PETERMAN WON THE DEMOCRATIC NOMINATION for the House IN PINELLAS COUNTY BUT WILL HAVE TO RUN AGAINST A REPUBLICAN IN THE GENERAL ELECTION, AND REPUBLICANS ARE REGARDED AS BEING STRONG IN ST. PETE.

lost in runoff!

2. EARL JOHNSON IN DUVAL COUNTY IS IN THE MAY 24 RUNOFF FOR THE HOUSE OF REPRESENTATIVES, DEMOCRATIC NOMINATION.

lost in runoff

3. EARL CARROLL IN DADE COUNTY IS IN THE MAY 24 RUNOFF FOR THE DEMOCRATIC NOMINATION FOR THE HOUSE OF REPRESENTATIVES. HE GOT NEARLY 19,000 VOTES BUT THE TOP MAN GOT OVER 26,000. (I have the Miami Herald figures on his race.)

THE MAN AT THE FLORIDA COUNCIL ON HUMAN RELATIONS SAYS HE IS GOING TO DO SOME MORE CHECKING AROUND AND CALL BACK WITH MORE DETAILS.

MW

Negro candidates in runoffs are:

Fred Gray, House of Representatives, Macon, Bullock, and Barbour counties.

Albert Turner, House of Representatives, Perry, Marengo, and Sumter counties.

H. O. Williams, sheriff, Bullock County.

2 cnty commis cand.

Rufus Huffman, tax assessor, Bullock County.

Obie Scott Jr., tax collector, Perry County.

Isom Atkins, county commission, Perry County.

Willie Lester Martin, county commissioner, Perry County.

Pat Davis, ~~[illegible]~~ sheriff, Perry County.

Mrs. Ann H. Braxton, tax assessor, Marengo County.

won Lucius D. Amerson, sheriff, Macon County.

won HAROLD WEBB, BD OF REVENUE, MACON COUNTY

won L. A. Locklair, tax collector, Macon County.

~~[illegible]~~ Henry McCaskill, sheriff, Hale County.

won Peter Kirksey, board of education, Greene County.

4 in runoff the rest lost.

Mrs. Alberta Branch, tax collector, Greene County.

Rev. L. I. Spears, county commissioner, Choctaw County.

L. S. Gaillard, House of Representatives, Jefferson County.

David H. Hood, House of Representatives, Jefferson County.

[illegible] James T. Montgomery, House of Representatives, Jefferson County.

Arthur D. Shores, House of Representatives, Jefferson County.

Clarence Montgomery, House of Representatives, Mobile County.

Dr. W. L. Russell, Board of Education, Mobile County.

Latest county-by-county registration figures for Alabama are as follows:

Lonnie Brown, cand for State Sen.

Cand. frm Dallas for Bd of Rev.

# SCHEDULE

| DATE | COUNTY | SPONSORING ORGANIZATION |
|---|---|---|
| Jan.14 | Alachua & Duval | Gainesville Women For Equal Rights |
| Jan.28 | Pinellas | N.A.A.C.P.-S.N.C.C. |
| FEB.4 | Jefferson | Jefferson Co. Voter League |
| Feb225 | Jackson | Jackson Co. N.A.A.C.P.-C.I.G. |
| March 16-17 | Iberville | S.E.D.F.R.E. Inc. |
| March 18 | Iberville | Iberville Industral Voter League |
| April 1st. | East Feleciana | East Feleciana Voter League |
| April222 | West Feliciana | West Feleciana Voter league |
| May 6 | St. Helena | N.A.A.C.P.-Little Citizens Group |

SCHEDULE

| DATE | COUNTY | SPONSORING ORGANIZATION |
|---|---|---|
| JAN. 14 | ALACHAU & DUVAL | Gainesville WOMEN FOR EQUAL RIGHTS |
| JAN. 28 | PINELLAS | N.A.A.C.P. & S.N.C.C. |
| FEB. 4 | JEFFERSON | JEFFERSON CO. VOTER LEAGUE |
| FEB. 25 | JACKSON | JACKSON CO. N.A.A.C.P. & Civic interest Group |
| MARCH 16-17 | Trng Session for VEP IBERVILLE | S.E.D.F.R.E. I.N.C. |
| MARCH 18 | IBERVILLE | IBERVILLE INDUSTRAL VOTER LEAGUE |
| APRIL 1st. | EAST FELECIANA | EAST FELECIANA VOTER LEAGUE |
| APRIL 22 | WEST FELECIANA | WEST FELICIANA VOTER LEAGUE |
| MAY 6 | ST. HELENA | N.A.A.C.P. & LITTLE CITIZENS GROUP |
| MAY 20 | EAST BATON ROUGE (SECOND ward) | SECOND WARD VOTER EAGUE |
| JUNE 3 | MADISON | MADISON COUNTY VOTER L EAGUE |
| JUNE 17 | ORLEANS 9th.WARD | Gentilly Developement Association |
| JUNE 24 | 2nd. WARD | CORE, NEW ORLEANS |

1

File

Voter Education

# NINTH (9th) CONGRESSIONAL VOTER REGISTRATION
# - A N D -
# EDUCATION WORK SHOP

February 26, 1966

Spencer

Bethel Baptist Church
Tallahassee, Florida

9:00 A.M. - 6:45 P.M.

| | |
|---|---|
| 9:00 - 9:15 - | Welcome of Delegation - Rev. C. K. Steele |
| 9:15 - 11:15 - | Reports From County Leaders |
| 11:15 - 11:30 - | BREAK |
| 11:30 - 1:30 - | Techniques on How To Organize Grass Root Vote Registration and Education Programs |
| 1:30 - 1:45 - | BREAK |
| 1:45 - 2:45 - | General Discussion - Led by Mr. Marvin Daniels |
| 2:45 - 3:45 - | LUNCH |
| 3:45 - 4:15 - | Report - Foridaa Civil Rights Technical Assistance Program - Mr. Charles Wilson |
| 4:15 - 4:45 - | Report - State Advisory Committee to U. S. Civil Rights Commission - Mr. George Lewis, II |
| 4:45 - 5:45 - | Report - Legal Actions, Anti-Poverty - Attorney John D. Due, Jr. |
| 5:45 - 6:45 - | REMARKS |

## Counties And Number of Persons Attending Work Shop

| COUNTIES | MILES TRAVELED |
|---|---|
| 1. Leon (5) | 0 |
| 2. Gadsden (5) | 50 |
| 3. Jefferson (5) | 54 |
| 4. Liberty (4) | 90 |
| 5. Jackson (4) | 145 |
| 6. Madison (5) | 120 |
| 7. Suwannee (3) | 166 |
| 8. Hamilton (2) | 176 |
| 9. Putman (2)"" | |
| 10. Taylor (2) | 122 |
| 11. Alachua (4) | 340 |

""Ride in same car as Alachua

# - BUDGET -

## FOR VOTER WORK SHOP

| | | |
|---|---|---|
| 1) | Supplies (42 kits at 50 cents each) ........... $ | 22.50 |
| 2) | Church Donations ............................ | 20.00 |
| 3) | Food (42 persons) ............................ | 100.00 |
| 4) | Transportation (42 persons traveling 1,263 miles at 6 cents per mile) ........... | 75.78 |
| 5) | Travel Expense of Jim McCain ..................... | 50.00 |
| 6) | Miscealaneous ................................ | 20.00 |
| | Total ..........$ | 287.00 |

Respectfully Submitted by:

Spiver W. Gordon, Field Secretary
CORE

Nashville
(Political handbooks)
on La. Miss, Florida,
SC, $4.00

Governmental Guide
P.O. Box 1091
Nashville, Tenn 37202

# CITIZENSHIP EDUCATION WORKSHOP

SPONSORED BY: JEFFERSON COUNTY VOTERS LEAGUE

CONDUCTED BY: SCHOLARSHIP, EDUCATION AND DEFENSE
FUND FOR RACIAL EQUALITY, INC.

PLACE: AMERICAN LEGION HALL
MONTICELLO, FLORIDA
Rhodes Street

DATE: JANUARY 14, 1967

PARTICIPANTS: POLITICAL CANDIDATES AND
COMMUNITY LEADERS FROM
THE COUNTIES OF LEON,
JEFFERSON AND MADISON.

## AGENDA

8:00-9:00 REGISTRATION

9:00-10:00 GENERAL ASSEMBLY

INTRODUCTION OF RESOURCE PERSONS AND PARTICIPANTS
STATEMENT OF PURPOSE

FILM

SPIVER W. GORDON, LEADERSHIP DEVELOPMENT ASSISTANT DIRECTOR, SEDFRE, INC.

## WORKSHOPS

10:00-11:00 11:00-12:00

Two groups will alternate in attending two workshops which will run simultaneously.

#1 VOTER REGISTRATION AND EDUCATION DRIVES AND CLASSES

A. Participants will be given an opportunity to tell their problems and their experiences in solving them.
B. The pamplet Political Strength, How to get it , will be used by the Resource person as a guide.
C. The emphasis of organizing Voter Registration Drives and Education Classes will be on a block, precinct, ward and county 9parish) level.
D. How to combat fear, apathy and ignorance by the use of education classes.
E. How to conduct Voter Education Classes.
F. How to use Voting machines and mark ballots.
G. Mock elections , Role playing.
H. Areas where we can win offices and kinds of offices we can win.

**RESOURCE PERSON:** SPIVER W. GORDON, Assistant Director
Leadership Development, SEDFRE, INC.
**DISCUSSION LEADER:** MRS. GRACE HARDY

#2 SETTING UP A POLITICAL ORGANIZATION ON A COUNTY LEVEL

A. Organizing the Blocks, Precincts, Words and County.
B. Choosing leaders, and outlining duties.
C. Finding problems, setting up timetable to solve them.
D. Stimulating interest with live year around programs.
E. Making assignments and tasks.
F. Naming committees and responsibilities.

RESOURCE PERSON: ATTORNEY JOHN D. DUE, JR.
ED DUFFEE JR., Special Representative
Secretary of State's Office.
DISCUSSION LEADER: REV. GEORGE SIPLIN

12:00-1:00 LUNCH

## WORKSHOPS

1:00-2:00 2:00-3:00

#1 HOW TO GET OUT THE VOTE

A. Organization, Blocks, precincts, wards and county.
B. Good candidates
C. Sound and interesting programs
D. Co-operation with other groups.
E. Canvassing, telephoning, door to door contact.
F. Public meeting, leafletting.
G. Finances, transportation.
H. Regular meetings.

RESOURCE PERSONS: MR. JOHNNY WATSON, Candidate for State Representative
MRS. GRACE HARDY, Community Organizer.
DISCUSSION LEADER: REV. JAMES GOFFNEY

## #2 POLITICAL STRUCTURE

A. County, wards, precinct committees
B. Election laws , governing County Government
C. Evaluation of county political power structure.
D. Democratic committeemen and committeewomen
   1. Duties
   2. Election
   3. How it affects county, ward, precinct government level
E. County commissioners
   1. Duties
   2. Term of office
   3. How to qualify
   4. Areas represented

RESOURCE PERSON: MRS. INGEBORG KOPHY, Social Studies teacher, Howard Academy
MR. ARNETTE GREENE, Member of the Democratic Committee
MR. ED. DUFFEE, JR.
DISCUSSION LEADER: MR. R. COX

3:00-4:00 FILM - THE NEGRO AND THE SOUTH
Explores the meaning of the term 'the Southern way of life to the South. 43 min. Whites and 11 million Negroes. Interviews Negro and white citizens, and observes segregated schools in the South. Participants will view film and then discuss

## WORKSHOPS

4:00-5:00 5:00-6:00

## #1 YEAR AROUND POLITICAL ORGANIZATIONS

A. How to organize for a year around program.
B. Active only at election time or year around.
C. Deal with community problems
D. Participants should give suggestions on how to maintain such organizations.

RESOURCE PERSON: LAVERT TAYLOR,
CALVIN BESS, Veteran Organizer
DISCUSSION LEADER: MR. AMOS RAINES

## #2 MAKING PLANS FOR THE FUTURE

A. Where do we go from here?
B. Participants will be given opportunity to discuss and arrive at answers to their problems.
C. New techniques in reaching the masses
D. How to invade middle class, Preachers, teachers

RESOURCE PERSON: GRACE HARDY, SPIVER GORDON
DISCUSSION LEADER: WILLIAM TILLMAN

6:00-6:15 REMARKS
FINALE
SPIVER GORDON, Assistant Director,
Leadership Development, SEDFRE, INC.

# CITIZENSHIP EDUCATION WORKSHOP

SPONSORED BY: MARIANNA CHAPTER OF NAACP

AND

JACKSON COUNTY INTEREST GROUP

PLACE: MT. OLIVE BAPTIST CHURCH
Marianna, Florida

DATE

February 4, 1967

**PARTICIPANTS**:

POLITICAL CANDIDATES
AND
COMMUNITY LEADERS
FROM
THE COUNTIES OF GADSDEN, JACKSON AND LIBERTY

CONDUCTED BY: SCHOLARSHIP, EDUCATION AND DEFENSE
FUND FOR RACIAL EQUALITY, INC.

# AGENDA

| | |
|---|---|
| 8:00 - 9:00 | REGISTRATION |
| 9:00 - 10:00 | GENERAL ASSEMBLY |
| | INTRODUCTION OF RESOURCE PERSONS AND PARTICIPANTS |
| FILM | SPIVER D. GORDON, LEADERSHIP DEVELOPMENT ASSISTANT DIRECTOR, DEFRE. INC. |

## WORKSHOPS

10:00 - 11:00 and 11:00 - 12:00

Two groups will alternate in attending two workshops which will run simultaneously.

1. VOTER REGISTRATION AND EDUCATION DRIVES AND CLASSES

   A. Participants will be given an opportunity to tell their problems and their experiences in solving them.

   B. The phamplet Political Strength, How to get it will be used by the Resource person as a guide.

   C. The emphasis of organizing Voter Registration Drives and Educational classes will be on a block, precinct, ward and county parish level.

   D. How to combat fear, apathy and ignorance by the use of education classes.

   E. How to conduct Voter Education Classes.

   F. How to use Voting Machines and mark ballots.

   G. Mock elections, role playing will be exercised.

   H. Areas where we can win offices and kinds of offices we can win.

RESOURCE PERSON: Gye Long, President of Marrianna Chapter of NAACP
Mr. Earnest F. Swilley, Community Leader

DISCUSSION LEADER: Mr. Dasyl Baker, Vice President CAP, Community Leader

2. SETTING UP A POLITICAL ORGANIZATION ON A COUNTY LEVEL

   A. Organizing the Blocks, Precincts, and County, participants will do role playing.

   B. Choosing leaders, and outlining duties.

   C. Finding problems, setting up time table to solve them.

   D. Stimulating interest with live year around programs.

   E. Making assignments and tasks.

   F. Naming committees and responsibilities.

RESOURCE PERSON: Spiver W. Gordon
Attorney John D. Due, Jr.

DISUCSSION LEADER: Mr. Elmore Bryant, Candidate, City Commissioner
Marianna, Florida

12:00 - 1:00 LUNCH

WORKSHOPS

1:00 - 2:00 and 2:00 - 3:00

1. HOW TO GET OUT THE VOTE

   A. Organization, Blocks, Precincts, wards and county.

   B. Good candidates

   C. Sound and interesting programs.

   D. Co-operation with other groups.

   E. Canvassing, telephoning, door to door contact.

   F. Public meeting, leafletting.

   G. Finances, transportation.

   H. Regular meetings.

   I. How to appeal to voter:

      1. Economical deprived
      2. Middle class
      3. Can we appeal to white voters?
      4. Should we appeal to white voter and how?

RESOURCE PERSONS: Mr. Johnny Watson, Candidate for State Representative

DISCUSSION LEADER: Mr. Willie Cooper

#2 POLITICAL STRUCTURE

A. County, wards, precinct committees
B. Election laws, governing County Government
C C. Evaluation of county political power structure.
D. Democratic committeemen and committeewomen
    1. Duties
    2. Election
    3. How it affects county, ward, precinct government level
E. County commissioners
    1. Duties
    2. Term of office
    3. How to qualify
    4. Areas represented

RESOURCE PERSON: MR. ED DUFFEE, JR., SPECIAL REPRESENTATIVE SECRETARY OF STATE OFFICE
MR. ARNETTE GREENE, MEMBER OF THE DEMOCRATIC COMMITTEE
MR. H. A. SWILLEY, COMMUNITY LEADER

3:00-4:00 FILM- THE NEGRO AND THE SOUTH
Explores the meaning of the term the Southern way of life to the South. 43 million whites and 11 million Negroes. Interviews Hegro and White citizens, and observes segregated schools in the South. Participants will view film and then discuss

WORKSHOPS

4:00-5:00 5:00-600

#1 HOW TO MAINTAIN YEAR AROUND POLITICAL ORGANIZATIONS

A. How to organize for a year around program.
B. Active only at election time or year around.
C. Deal with community problems on a broader scope
D. Participants should give suggestions on how to maintain such organizations
E. Employ a full time organizer
F. Live and interesting programs
G. Create an investigating committee to follow thru on candidates

RESOURCE PERSON: MRS REOLA BRYANT, COMMUNITY LEADER
MR. CALVIN BESS, VETERAN ORGANIZER, SNCC.

DISCUSSION LEADER: MR. JAMES WILLIAMS

#2 MAKING PLANS FOR THE FUTURE

A. Where do we go from here?
B. Participants will ge given opportunity to discuss and arrive at answers to their problems.
C. New techniques in reaching the masses
D. How to involve middle, preachers, teachers

RESOURCE PERSON: MR. GYE LONG AND SPIVER GORDON
DISCUSSION LEADER: MISS CAROL MARKS

6:00-6:05 REMARKS
FINALE
SPIVER GORDON, Assistant Director,
Leadership Development, SEDFRE, INF.

# CITIZENSHIP EDUCATION WORKSHOP

SPONSORED BY: HAVANA CHAPTER OF NAACP

AND

HAVANA SOUTH SIDE INTEREST GROUP

PLACE: PALACE A.M.E. BAPTIST CHURCH
Gay Street
Havana, Florida

DATE: March 11, 1967

PARTICIPANTS:

POLITICAL CANDIDATES AND COMMUNITY LEADERS FROM THE CITIES OF HAVANA, QUINCY, AND MIDWAY.

CONDUCTED BY: : SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY, INC.

# AGENDA

8:00 - 9:00 REGISTRATION

9:00 - 10:00 GENERAL ASSEMBLY

INTRODUCTION OF RESOURCE PERSONS AND PARTICIPANTS

FILM SPIVER W. GORDON, LEADERSHIP DEVELOPMENT ASSISTANT DIRECTOR, SEDFRE, INC.

## WORKSHOPS

10:00 - 11:00 and 11:00 - 11:00 - 12:00

Two groups will alternate in attending two workshops which will run simultaneously.

1. VOTER REGISTRATION AND EDUCATION DRIVES AND CLASSES

   A. Participants will be given and opportunity to tell their problems and their experiences in solving them.

   b. The phamplet Political Strength, How to get it will be used by the Resource person as a guide.

   C. The emphasis of organizing Voter Registration Drives, and Educational classes will be on a block, precinct, ward and county parish level.

   D. How to combat fear, apathy and ignorance by the use of education classes.

   E. How to conduct Voter Education Classes.

   F. How to use Voting Machines and mark ballots.

   G. Mock elections, role playing will be exercised.

   H. Areas where we can win offices and kinds of offices we can wil.

RESOURCE PERSON: Mr. Walter Gurly, Candidate, Dem
Committee, Havana, Florida
Mr. Spiver Gordon SEDFRE, INC.
DISCUSSION LEADER: Rev. J.W. Young NAACP, memb

2. SETTING UP A POLITICAL ORGANIZATION ON A COU LEVEL

   A. Organizing the Blocks, Precincts, and County, participants will do role playing.

   B. Choosing leaders, and outlining duties.

   C. Finding problems, setting up time table to solv them.

   D. Stimulating interest with live year around progra

   E. Making assignments and tasks.

   F. Nameing committees and responsibilities.

THE FOLLOWING PAGES ARE THE BEST AVAILABLE.

RESOURCE PERSON: Spiver Gordon
Attorney John D. Dbe, Jr.

DISCUSSION LEADER: Mr. James Mitchell, Community Leader

12:00 - 1:00 LUNCH

WORKSHOPS

1:00 - 2:00 and 2:00 - 3:00

1. HOW TO GET OUT THE VOTE

A. Organization, Blocks, Precincts, wards and county.

B B. Good candidates

C. Sound and interesting programs.

D. Co-operation with other groups.

E. Canvassing, telephoning, door to door contact.

F. Public meeting, leafletting.

G. Finances, transportation.

H Regular meetings.

I. How to appeal to voter:

1. Economical deprived.
2. Middle class
3. Can we appeal to white voters?
4. Should we appeal to white voter and how?

RESOURCE PERSONS: Mr. Johnny Watson, Candidate for State Representative
Mr. Doug L. Dobson, Candidate for State Senate
DISCUSSION LEADER: Mr. Velton Banks

2. POLITICAL STRUCTURE

A. County, ward, precinct committees
B. Election laws governing County Government
C. Evaluation of county political power structure.
D. Democratic committeemen and committeewomen
   1. Duties
   2. Election
   3. How it affects county, ward, precinct governme
      level
E. County commissioners
   1. Duties
   2. Term of office
   3. How to qualify
   4. Areas represented

**RESOURCE PERSON:** Mr. Douglas St. Angelo, Professor,
FSU
Mr. Edwin Norwood, Democratic
committeeman, Leon County
**DISCUSSION LEADER:** Mr. Alfred Bailey, Candidate, County
Commissioner.

**3:00-4:00** FILM-THE NEGRO AND THE SOUTH
Explores the meaning of the term the Southern way of life to the South. 45 million whites and 11 million Negroes. Interviews Negro and white citizens, and observes segregated schools in the South. Participants will view film and then discuss.

**4:00-5:00** WORKSHOPS 5:00-6:00

1. HOW TO MAINTAIN YEAR AROUND POLITICAL ORGANIZA

A. How to organize for a year around program.
B. Active only at election time or year around.
C. Deal with community problems on a broader scope
D. Participants should give suggestions on how to
   maintain such organizations
E. Employ a full time organizer
F. Live and interesting programs
G. Create an investigating committee to follow thru
   on candidates.

**RESOURCE PERSONS:** Mr. Edwin Norwood, Democratic
Committeeman, Leon County

**DISCUSSION LEADER:** Mr. Willie Mc Gill, Asst. Dir., CA

2. MAKING PLANS FOR THE FUTURE
A. Where do we go from here?
B. Participants will be given opportunity to discuss
   and arrive at answers to their problems.
C. New techniques in reaching the masses
D. How to involve the middle class, preachers, teac

RESOURCE PERSON: Mr. Walter Girley, Candidate Democr
Committeeman, Gadsden County
DISCUSSION LEADER: Mrs. Jennett Hendly, Community
Leader
6:00-6:15 REMARKS
FINALE
Spiver Gordon, Assistant Director,
Leadership Development, SEDFRE, INC.

2. POLITICAL STRUCTURE

A. County, wards, precinct committees
B. Election laws, governing County Government
C. Evaluation of county political power structure.
D. Democratic committeemen and committeewomen
    1. Duties
    2. Election
    3. How it affects county, ward, precinct governme level
E. County commissioners
    1. Duties
    2. Term of office
    3. How to qualify
    4. Areas represented

**RESOURCE PERSON:** Mr. Douglas St. Angelo, Professor, FSU
Mr. Edwin Norwood, Democratic committeeman, Leon County
**DISCUSSION LEADER:** Mr. Alfred Bailey, Candidate, County Commissioner.

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4:00-5:00 **WORKSHOPS** 5:00-6:00

1. **HOW TO MAINTAIN YEAR AROUND POLITICAL ORGANIZA**

**A. How to organize for a year around program.**
**B. Active only at election time or year around.**
**C. Deal with community problems on a broader scope**
**D. Participants should give suggestions on how to maintain such organizations**
**E. Employ a full time organizer**
**F. Live and interesting programs**
**G. Create an investigating committee to follow thru on candidates.**

**RESOURCE PERSONS:** Mr. Edwin Norwood, Democratic Committeeman, Leon County

**DISCUSSION LEADER:** Mr. Willie Mc Gill, Asst. Dir.,

2. **MAKING PLANS FOR THE FUTURE**
A. Where do we go from here?
B. Participants will be given opportunity to discuss and arrive at answers to their problems.
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RESOURCE PERSON: Mr. Walter Girley, Candidate Democr Committeeman, Gadsden County
DISCUSSION LEADER: Mrs. Jennett Hendly, Community Leader
6:00-6:15 REMARKS
FINALE
Spiver Gordon, Assistant Director,
Leadership Development, SEDFRE, INC.

# VOTER REGISTRATION AND VOTER EDUCATION IN GAINESVILLE, FLORIDA

## A Report to Members of Voters for Equal Rights

Gainesville, Florida

February, 1965

# VOTER REGISTRATION AND ELECTION WORK, GAINESVILLE, FLORIDA, 1964

## Background

In January, 1964, five civil rights groups in Gainesville (NAACP, Voters League, Gainesville Women for Equal Rights, Gainesville Council on Human Relations, and Student Group for Equal Rights) worked together on a registration drive that resulted in names of more than 1,000 Negroes being added to the registration books. With several important elections coming up, local leaders felt a strong need for Voter Education and Get-Out-the-Vote work to be carried out in the Negro community.

## Beginning of Voters for Equal Rights

Since the constitutions of most of the five civil rights groups discourage or forbid partisan politics, local leaders decided to form a new group for the purpose of analyzing the candidates and issues in relation to civil rights and equal opportunities, making concentrated efforts to get election information to the voters, and getting voters to the polls.

Under the chairmanship of Mr. A.L. Daniels, Voters for Equal Rights was formed to fill this community need. Early organization was loose and informal. A small planning committee of volunteers discussed, debated, and selected candidates and issues to support. Endorsements were limited to those candidates and issues clearly related to civil rights. Informational material, written as clearly and simply as possible, was prepared and mimeographed by members of the planning committee. Instructions for workers, and flyers telling about polling places and free transportation were devised for each election. Volunteers to distribute election flyers were contacted through mass meetings and by personal telephone calls. Various election day transportation systems were tried out and improved with experience.

## Results at the Polls

Astounding changes in voting patterns resulted. Negro turnout increased so dramatically that several election outcomes were decided on the basis of the Negro vote, and public attention was focused on the importance of the Negro vote in Gainesville and Alachua County. Public reaction varied. Here are some highlights of the increased Negro registration and voter turnout:

Jan.--More than 1,000 new Negro voters were placed on the registration books.

Feb.--Conscious of the potential power of the Negro vote, all City Commission candidates campaigned personally in the Negro community for the first time in Gainesville.

Mar.--One City Commission candidate generally supported in the Negro community won by 46 votes. The election was so close that it was decided by absentee ballots after several days of suspense and argument over legal technicalities. The opposition blamed its loss on the Negro vote and filed a court suit to reverse the election results on the charge of fraudulent registrations. The courts upheld the election results.

A Gainesville Sun editorial criticized registration of "disinterested marginal voters" but in the next paragraph cited the remarkable turnout at the polls of these same "disinterested marginal voters." The Sun called for a grand jury investigation of the registrar. More than 100 persons were subpoenaed and questioned but no indictment was returned, and the registrar continued to keep her promise "to register all eligible citizens of Alachua County."

April--County candidates, impressed by the newly active Negro vote, turned out en masse for a Voters League rally in the Negro community. Not a single candidate ran openly against civil rights and several candidates quietly sought the Negro vote.

May--Excited by the evidence that a high Negro vote does make a difference, more than 200 civic-minded Negroes contributed to Voters for Equal Rights' massive election effort in the May Democratic Primary.

When the votes were counted, Robert King High had won a place in the second primary by defeating segregationist Scott Kelly by 2,202 votes, less than the margin of votes cast in the Negro precincts of Gainesville!

In the same primary election, Earl Faircloth defeated James Kynes for Attorney General by only 559 votes, far less than the margin of votes cast for him because of Voters for Equal Rights campaign work! Kynes attempted to have the Alachua County election results thrown out on the basis of complaints about the January Negro registration drive, but the courts ruled against him.

## Summer Registration Work

Interest in registration and voting greatly increased as a result of the hot campaigns, close races, and controversy. When the books opened again, registration continued on a regular basis. Blockworkers urged citizens to go to the courthouse to register, and the NAACP held Sunday night meetings in various churches with speakers urging greater participation in registration and election activities. Voters for Equal Rights prepared clipboards with names of all registered voters, purged voters, and unregistered persons known for each precinct.

## National NAACP Offers Help

Early in August, Mr. W.C. Patton, Chairman of NAACP Southern Regional Voter Registration, and Mr. Hugh Love, NAACP Voter Registration Field Representative, visited Gainesville to talk to local NAACP officials. Impressed with Gainesville's progress and its potential for even greater Negro registration, national NAACP offered $350 financial aid for the concentrated drive then being planned. Financial aid was sorely needed and gratefully accepted. NAACP and Voters for Equal Rights members worked cooperatively to plan the drive.

## Campaign Falters

Voters for Equal Rights flyers listing registration office hours, with emphasis on the dates the office would be open late, were passed out door-to-door by volunteer adult workers as they checked and updated clipboard data. Interested white citizens later printed up similar flyers and used NAACP Youth Council members to pass them out again door-to-door, making appointments for people to be picked up by white drivers. Difficulties developed--duplication of effort led to lack of enthusiasm, low morale and further complications; interest lagged, and the campaign faltered.

## Reorganization Sparks Final Push

Rev. T.A. Wright, President of the Gainesville Branch NAACP and Vice-Chairman of Voters for Equal Rights, called a joint meeting of all interested parties, and introduced a plan for revitalization of the drive through cooperative efforts of all groups. The new drive was organized into two major divisions: a drive to register people from the outlying county areas and a local drive to increase registration in Gainesville. Though each division was handled somewhat differently, both used automobile caravans on nights that the registration office was open late (details below). On caravan nights refreshments were served and new registrants were given First Class Citizen Certificates.

Honor Rolls containing the names of adult church members, with stars by the names of those who are registered, were prepared and hung in four of the largest Gainesville churches.

## Voter Caravans Cover the County

To reach potential voters who live in outlying areas of the county, voter registration caravans were set up to go out and bring people in to the courthouse to register. Caravans were scheduled for nights when the registrar's office was open until 9:00 p.m. Voters for Equal Rights mimeographed flyers urging people to join the caravan and announcing pickup points, dates, and hours. The NAACP, Voters for Equal Rights, and Voters League members arranged for advance distribution of the flyers in each settlement and for announcements about the caravan to be made in local churches.

On the scheduled nights, volunteer drivers from Gainesville (both Negro and white) traveled in a caravan to the county pickup areas to bring carloads of people to the Alachua County Courthouse to be registered. Signs advertising the caravan were taped on the cars. All of the drivers donated their time and gas; sometimes the double round-trip added up to 90 miles in an evening. At times more people turned out than there were seats, and local cars were rounded up to help bring people to the courthouse. At other times all caravan cars were not filled, and drivers went door-knocking in the area to get people to "come on and register now." Many hundreds of people were registered as caravans covered the towns and settlements of Alachua, Archer, Arredondo, Brooker, Copeland, Fairbanks, Grove Park, Hawthorne, High Springs, LaCrosse, Liberty Hill, Micanopy, Minniehill, Monteocha, Newberry, Paradise, Rutledge, Sandhill, and Waldo. In addition to those who joined the caravans, many others were motivated to go on their own to register.

## Street-by-Street Caravans in Gainesville

At the same time that volunteer drivers were meeting downtown to go on the county caravans, other volunteers were meeting at Mt. Carmel Church to cover the Gainesville area. The Negro precincts, divided into street blocks, were listed on posters. Blockworkers and drivers were recruited by newspaper articles, by telephone (many white professors and housewives were recruited as drivers by Student Group for Equal Rights telephoners), and by personal appeals. As the first two blockworkers and the first two drivers arrived, they teamed up, selected a street, read the posted instructions, taped signs on the cars, and departed to their work area. This procedure meant a minimum of wasted time, as people were assigned and dispatched as soon as a few had arrived.

The two cars were intructed to stay together on a street; each blockworker took one side of the street, knocked on every door, asked people to go in the waiting car to register immediately. While the first car took people to the courthouse, blockworkers were filling the second car. Teams were instructed to arrange a signal (3 honks) or meeting place in case of separation, so that valuable time would not be wasted looking for one another.

Each night that the registration office was open late, another precinct was covered street-by-street in this way. During the last week, "last chance" flyers emphasizing the October 3 deadline were widely circulated. All day Saturday, October 3, volunteers were contacting people in Gainesville and surrounding settlements to bring them to the courthouse to register.

## Awards and Rewards

The inspiring sight of long lines of Negroes standing at the registration office door was the only reward needed for volunteer blockworkers and drivers. On registration nights, however, to add to the festive air and as an added encouragement to new registrants, the NAACP set up a refreshment stand in a station wagon parked at the curb near the registration office. As new registrants came out of the courthouse, NAACP Youth Council members served punch and cookies to them.

At the same time, and also on the last day of registration, Voters for Equal Rights awarded each new voter from both city and county areas a First Class Citizen Certificate of Merit bearing the new voter's name, the name of the organization, and signatures of its officers. The certificates proved so popular and well worth their small cost that additional ones were ordered for future work. (Certificates can be ordered from Kennedy Associates, Route 6, Box 386-A, Jacksonville, Florida.)

Two weeks after the election, Voters for Equal Rights sponsored a party for all persons who had helped with registration and election work. Precinct Captains presented NAACP certificates and congratulations to everyone who had taken part in the work. The Voters League also sponsored several parties and awarded certificates to many Voters for Equal Rights workers.

## Election....Dead Ahead

When the registration books closed on October 3, 1,999 new voters had been added since the May primaries to make a total of 6,411 Negroes registered to vote in Alachua County. Planning turned immediately to voter education and the coming presidential election. NAACP and Voters for Equal Rights leaders felt that it was time to firm up registration and election work organization with the selection of permanent Precinct, Area, and Block Captains in order to reduce confusion and duplication of effort, to encourage civic participation and pride, and to develop new leadership. Voters for Equal Rights set up precinct organization meetings in each of six precinct areas in the city (P25-SW, P7-NW, P16-NW, P13-NE, P13-SE, and P28-SE). Precinct and Area Captains generally worked together to recruit permanent Block Captains; each worker was assigned to his own or a nearby street wherever possible. More than 120 persons many of whom had helped in past registration and election work, willingly accepted the responsibility of being permanent workers in Voters for Equal Rights.

## Who, What, and Why of Voters for Equal Rights

An outline of Voters for Equal Rights leadership is given below. One hundred and twenty-five members are currently heading voter education and registration work in Gainesville precincts. There are several hundred additional workers who have served in the past or who are now working as blockworkers, telephoners, typists, and drivers. All members work without pay for the personal satisfaction of helping to achieve better government through greater participation of all citizens.

The contribution made by every member has been important, but the major credit for the success of Voters for Equal Rights must go to the more than 120 Block Captains who make door-to-door contact with people on their blocks during each drive. They are dedicated to the time-consuming task of educating the voters as to candidates, issues, and the necessity of participating in the democratic process, one key to progress in the Negro community. Although they deserve direct recognition, the names of Block Captains are not listed here in order to avoid the harassment and loss of jobs which some would suffer, even in the Gainesville of today, because of this participation in the American democratic process.

Chairman--Mr. A. L. Daniels
Vice-Chairman--Rev. T. A. Wright
Secretary--
Treasurer--Mr. A. L. Daniels and Mrs. Charles Leath
Transportation Chairmen:
    Registration--Mr. R. C. Cambridge
    Election day--Mr. Ted Landsman
Publicity Chairman--Mrs. Thelma Mosley
Hospitality Chairman--Mrs. Geneva Stafford
Finance Chairman-- (Name withheld)
Captain-at-Large--Mr. King (Nanu) Roberts

Executive Committee--In addition to the above persons, all precinct officers are members of the Executive Committee. Any interested member of Voters for Equal Rights is invited to attend and participate in planning sessions of the Executive Committee.

PRECINCT 7:
Precinct Captain--Mrs. Louise Young
Area Captain--Mrs. Geneva Stafford
Precinct Secretary--Mrs. Mabel Daniels
Transportation Chairman--Rev. W. M. Ferguson
Block Captains (17)

PRECINCT 16:
Precinct Captain--Rev. S. M. Daniels
Area Captain--Mrs. Rosa Williams
Precinct Secretary--Mrs. Beulah Jean Williams
Transportation Chairman--Rev. S. M. Daniels
Block Captains (14)

PRECINCT 13--SOUTHEAST
Precinct Captain--Mr. A. R. Mickle, Mr. Bill Sanders
Area Captain--Mr. A. R. Mickle
Precinct Secretary--Mrs. Ruth Kinsey
Transportation Chairman--
Block Captains (13)

PRECINCT 13--NORTHEAST
Precinct Captains--(Name withheld) Mrs. Christine Vinson
Area Captains:
  Area I--Mrs. Priscilla Vinson
  Area II--(Name withheld)
  Area III--Mrs. Almeta Barbour
Precinct Secretary--
Transportation Chairman--Rev. D. E. White
Block Captains (38)

PRECINCT 25:
Precinct Captain--Mrs. Carol Thomas
Area Captain--Miss Doris Williams
Precinct Secretary--Mrs. Estella Anderson
Transportation Chairman--Rev. George Fair
Block Captains (12)

PRECINCT 28
Precinct Captain--Mr. Titus Harper
Area Captains:
  Area I--Mrs. Barbara Bryant
  Area II--Mrs. Carrie Mae Mosley
  Area III--Mr. John Peterson
Precinct Secretary--
Transportation Chairman--Mr. Eddie Gordon
Block Captains (28)

## How the Work Was Started

Permanent files of all registered Negro voters had been made up and paid for by NAACP and Voters for Equal Rights funds. Files were arranged by street blocks, chronologically along each street, and alphabetically within each household. Large manilla envelopes for each Block Captain's initial work contained:

Pack of file cards of all voters on one street
  (Each 3x5 card contains name, address, voter's phone number, precinct number, block number, and political party)
Blank index cards for new registrants
Small notebook to list unregistered people
Vote lapel cards for identification

LBJ buttons and bumper stickers from LBJ Headquarters
Coin collection envelope
Receipt book
Letter of authorization to collect funds for Voters for
    Equal Rights and NAACP political action
Instructions for blockworkers

Each Block Captain took his block file, surveyed his street, removed cards of voters who had moved or died, added cards for new voters, listed unregistered people in a small notebook, and collected funds for NAACP and Voters for Equal Rights registration and election work. Area Captains collected the materials as soon as Block Captains completed the work and passed the materials on to the Chairman of Voters for Equal Rights. Records were kept of all money collected from each block and precinct, as well as contributions from schools, businesses, and churches. From each up-dated block file, volunteer clerical help typed lists of registered voters on every street.

In the course of the election work, a number of planning sessions were held, with attendance ranging from 3 to 21 people. National and state candidates and amendments to the state constitution were discussed and selected for support. Flyers describing candidates and amendments and explaining free transportation arrangements were mimeographed.

Precinct, Area, and Block Captains met one evening to prepare manila envelopes with lists of voters, and counted out sufficient election materials for each household and voter. Mr. Titus Harper, Precinct 28 captain, discussed the amendments in detail, went over the flyers, and gave general instructions on how to conduct a precinct meeting. The following evening six precinct areas held separate meetings at the homes of Precinct or Area Captains, where instructions and packets of election materials were given to all Block Captains.

## Pre-Election Pavement Pounding

Block Captains and blockworkers blanketed their streets with election materials during the week before election. Each worker carried a sample ballot to show voters what the ballot would look like, discussed candidates and amendments with the voters, explained the free transportation system, and urged voters to get to the polls early on election day. To increase public notice and discussion, sample ballots and election flyers were posted in local stores and churches in each precinct.

## Election Coverage in the County

The Voters League held meetings in various county churches to tell people about candidates and issues. Voters for Equal Rights volunteers traveled many miles to distribute candidate flyers, amendment flyers, sample ballots, and lever reminders to more than 20 Negro town and settlements throughout the county via small stores, churches, and interested residents. Voters for Equal Rights has begun a file for each settlement so that future registration and get-out-the-vote work can be improved throughout the county.

## Election Day Activities

Volunteer drivers from all parts of Gainesville turned out to help on election day. Mr. Ted Landsman set up a skeleton crew of white drivers to cover telephone points from 6;45 a.m. to 7:00 p.m. Negro drivers devoted whatever hours they could spare to taking people to the polls. Some closed up shops and missed a day's work to devote full time to helping. Block Captains and other workers contacted (in person and by phone) as many voters on their blocks as possible and often personally took them to the polls.

The Negro turnout was extremely heavy and the subject of many comments in the newspaper. Alachua County went Democratic for the first time in 12 years by 2,246 votes. Although the President carried Gainesville by 55%, only the five heavily Negro precincts and the University of Florida precinct showed a plus margin for Johnson.

## What's Next for Gainesville?

Although there are now 6,411 Negro voters on the books, there are still an estimated 4,000 eligible Negroes in Alachua County who are not yet registered. In Gainesville, each Block Captain has the responsibility to see that all eligible persons on his street are registered. Precincts are working toward 100% registration on as many streets as possible early in 1965. Looking toward the 100% goal, some Precinct, Area, and Block Captains are working together to draw a simple map of each Block Captain's area, indicating positions of the houses on each street so that no unregistered person will be overlooked.

If finances permit, Precinct Captains would like to conduct voting machine clinics to give new voters an opportunity to become familiar with the voting machines before the next election.

As an aid to increased turnout on election day, Precinct Captains hope to establish neighborhood babysitting centers with volunteer help, as well as recruit additional drivers and telephoners.

A file listing information on businesses and churches in each precinct is being prepared. The 3x5 cards for business tell the name of the business, its address, owner or manager, and note whether Voters for Equal Rights may put up posters, leave flyers, collection jars, etc. The church file tells the name of the church, minister's name, address phone number, and when the church meets. Notes indicate the minister's cooperation with Voters for Equal Rights in posting and giving out registration and election materials, preparing Honor Rolls, arranging speakers, and aiding in the finance drive.

Voters for Equal Rights plans to send out its newsletter, Voter Action, at frequent intervals to keep its members informed about activities and progress in each precinct.

## What About the County?

Most of the 4,000 unregistered persons live outside the Gainsville city limits. To organize for registration and election work throughout the county, Voters for Equal Rights plans concentrated work in each of 30 towns and settlements. As was done in Gainesville, a survey will be conducted by interested local volunteers and files of registered voters will be prepared; election materials can then be systematically distributed to each voter and transportation arrangements publicized.

It will take money and materials to build a major organization in these various county areas. Time and energy, as always, will be contributed by many interested citizens who are deeply concerned with this work.

## High (and low) Finances

A fully itemized financial report has been prepared. The report includes every cent received or spent by the NAACP or Voters for Equal Rights in registration or election work since the first donation was received early in August. Copies are available from Mr. A.L. Daniels, 630 NW 6th Ave., or Rev. T.A. Wright, 503 NW 4th St. Major expenses were for materials and for clerical work involved in setting up files of more than 10,000 cards. Expenses would have been far higher, had not hundreds of individuals volunteered time, gas, and materials of their own to further this vital work. Balance on hand to carry on the work is regrettably low. If future plans are to be carried out, additional financial help must be found. Contributions should be sent to Voters for Equal Rights, in care of Mr. A.L. Daniels, 630 NW 6th Ave., Gainesville.

# Florida Citizenship Education Workshop

As a follow up to our southern regional CE WS which was held July 20-29, 1966 in Frogmore, S.C. we are holding statewide workshops on political campaigning.

On the weekend of September 30 - Oct 2, 1966 we held our first statewide conference. It was held in Jacksonville, Florida.

Participants came mainly for central and northern areas of Florida. A few persons came from as far south as Miami, Florida.

On Friday about 18 of — attending the workshop had arrived. Our first session was mainly a round table discussion on problems the local groups had faced in their past political campaigns. The discussion was fruitful. Persons spoke freely. The following problems were brought out in the discussion

(1) Citizen involvement
(2) need for more political know how
(3) Involving all classes - grassroot, middle + upper
(4) Coalitions
(5) Voter registration

The initial session lasted for 2 hours. As I heard the community leaders point out their inadequacies and frustrations, I underwent many emotional and intellectual changes.

Saturday

(1) James McCain on voter registration
(2) Mrs R. Douglas

Negro political leadership

Paul [ We don't have the money, therefore we must use the people

Training the registered voters.

Strategy - times to talk.
times to be silent
times to sit still.
times to act militantly
times to compromise.
times to speak

List of Organizations to be typed

# List of Organizations

# Objectives

1. To introduce participants with a practical understanding of the functions and responsibilities of their community, city county (parish) state and national governmental Officers and how they relate to their political needs.

2. To introduce the participants to the structures, policies, platforms and personalities of American political parties.

3. To develop skills in ways and means of effective conducting political campaigns, Voter Registration Drives, etc.

4. To train local community Leaders to be effective community Organizer in their own areas, and they in turn will find new patiental leaders and train them, So that they will begin to do something about ~~solving~~ indignity and solving their problems

Potential

# Participants and Recruitment Procedures

We shall continue to recruit from our old contacts as participants, with a ~~new~~ strong emphasis on reaching new groups and individuals such as: Parent-Teachers Association, Business men Groups, Social Organizations Masonry Fraternity and Society.

Our Recruitment Procedures will be one of, we help you to help yourself, with regard to communities and groups. We will say to groups we will come into your community and help you canvass and talk to potential participants about problems as you see them and encourage them to attend our workshops. At all time we will be playing a supporting role providing materials and techniques. We will continue to write letters and use the telephone on a local level only.

# Materials

1. We will use the material available, such as: "Political Strength, How do we get it". The Cope Calendar which outlines various political information and all other material which Cope has and could be used in a Citizenship Education Workshop.

In addition to this we will prepare a General Information Booklet for each of the State we work. on the political Structure of that state.

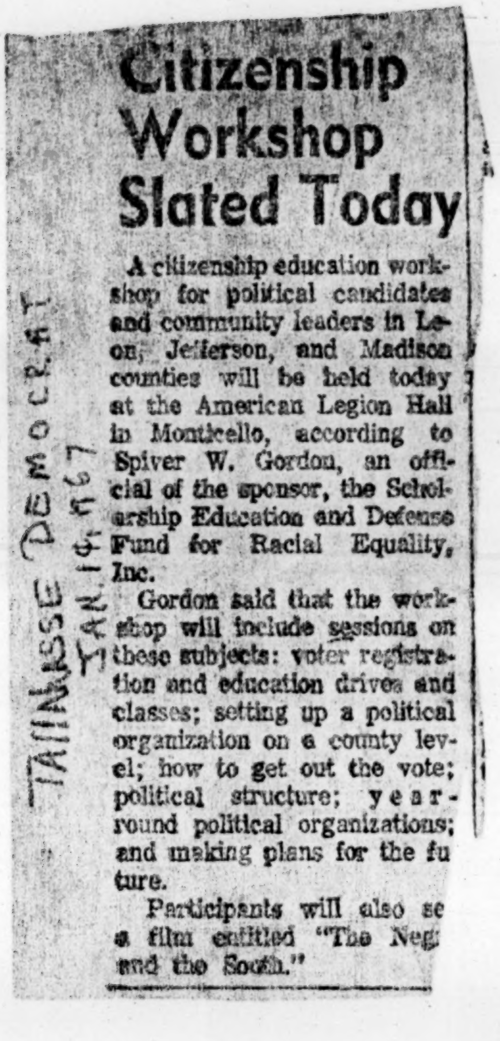
And of course we will use any material we can find at the state such as: election Law, Registration etc.

We will use material put out by the Women League of Voters and other groups.

# Schedule

| Date | County | Sponsoring Organization |
|---|---|---|
| Jan. 14 | Alachua & Duval | Gainesville Women for Equal Rights<br>SCLC |
| Jan. 28 | Pinellas | N.A.A.C.P. - S.N.C.C. |
| Feb. 4 | Jefferson, Leon | Jefferson Co. Voter League<br>INTERCIVIC Council of Tallahassee |
| Feb. 25 | Jackson | Jackson Co. NAACP-C.O.G. |
| March 16-17 | Iberville | S.E.D.F.R.E. Inc. |
| March 18 | Iberville | Iberville Industrial Voter League |
| April 1st | East Feliciana | East Feliciana Voter League |
| " 22 | West Feliciana | West Feliciana Voter League |
| May 6 | St. Helena | naacp. Little Citizens Group |
| " 20 | East. Baton Rouge 1st. [illegible] Vote | Ind. Ward Voters League<br>LA Council on Human Relations |
| June 3 | Madison | Madison County Voter League |
| " 17 | Orleans, 9th Ward ~~Wards~~ | Gentilly Development assn. |
| " | 2nd. Ward | CORE, New Orleans |

24.00
2.00



TALLAHASSE DEMOCRAT
JAN 19, 1967

# Citizenship Workshop Slated Today

A citizenship education workshop for political candidates and community leaders in Leon, Jefferson, and Madison counties will be held today at the American Legion Hall in Monticello, according to Spiver W. Gordon, an official of the sponsor, the Scholarship Education and Defense Fund for Racial Equality, Inc.

Gordon said that the workshop will include sessions on these subjects: voter registration and education drives and classes; setting up a political organization on a county level; how to get out the vote; political structure; year-round political organizations; and making plans for the future.

Participants will also se a film entitled "The Neg and the South."

Mss SEDFRE
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Citizen Education Workshop (La.), 1966-1967

**Box** 23
**Folder** 4

State Historical Society of Wisconsin

Please Retain Original Order

RECEIVED

SEP 5 1967

SEDF

505 West Green Street
Tallulah, Louisiana
September 1, 1967

Mr. Ronnie Moore
S.E.D.F.R.E. Inc.
150 Nassau Street
New York, New York

Dear Mr. Moore:

We are in need of some financial assistance from some organization immediately. We have been working diligently on voter registration and citizenship education for a long time with funds from the local citizens. Even though we realize that this is as it should be, the contributions are getting smaller and we need help. We need it now! So we are requesting you to do something for Madison Parish.

We have ten Negro candidates , whose names you will find enclosed, running for offices. Whatever financial assistance you can give us will be greatly appreciated. We must win!

Yours truly,

Zelma C. Wyche

Zelma C. Wyche, President
Madison Voters' League

ZCW/rcw

[illegible]

The first primary is November 4, 1967

WE ARE OFF AND RUNNING!!

With your help, we can be elected to the following offices:

Marshal-----------------------------------Mr. Zelma C. Wyche---Village

Clerk of Court ---------------------------Mr. George B. Gibson--Parish

Justice of the Peace----------------------Mr. John T. Willis--Parish

Police Juror------------------------------Mr. Moses Williams------4th Ward

Police Juror------------------------------Rev. J. H. Henderson--4th Ward

Police Juror------------------------------Mr. J. A. Thomas-------4th Ward

Police Juror------------------------------Rev. Frank W. Wilson--2nd Ward

Democratic Executive Committeeman- Mrs. H. B. McClinton---4th Ward

Democratic Executive Committeeman- Mr. N. T. Griffin------4th Ward

Democratic Executive Committeeman- Mr. Johnnie Dixon------4th Ward

YOU CAN'T AFFORD TO LET US DOWN!

WE WON'T LET YOU down when we are ELECTED.

THIS SLATE HAS BEEN ENDORSED BY

THE MADISON VOTER'S LEAGUE

and

CORE

It is your responsibility to assist in getting the remainder of the 1900 Negroes not registered: Names on the book.

WON'T YOU HELP?

Madison ~~County~~ Voters League

September 26, 1967

Mr. Zelma C. Wyche
505 West Green Street
Tallulah, Louisiana

Dear Mr. Wyche:

I have your letter of September 1, and I recognize the importance of your request. However, SEDFRE's program does not allow funds for voter education on a primary basis. We did have a few dollars (and I do mean a few) set aside which we spent in the State of South Carolina.

If we raise more money in our next fiscal year we may be able to put some in Louisiana. I would suggest to you that you contact the Voter Education Project of the Southern Regional Council, Inc. in Atlanta, Georgia. They are designed to help such projects as yours.

Very truly yours,

Ronnie M. Moore
Director, Leadership Development

RMM:at

# Evaluation of the Citizenship Education Workshop
## Plaquemine, Louisiana, December 16-18th, 1966

Distributed By: Scholarship, Education and Defense Fund for Racial Equality
150 Nassau Street - Room 1030
New York, New York 10038
(212) 964-8210

February 17, 1966

TO: Vernon Jordan, Executive Director, Voter Education Project
Southern Regional Council
5 Forsyth Street, N.W., Atlanta, Georgia 30303

FROM: Ronnie M. Moore, Leadership Development Director
Scholarship, Education & Defense Fund for Racial Equality
150 Nassau Street, New York, New York 10038

RE: Evaluation of the Citizenship Education Workshop
Plaquemine, Louisiana, December 16-18th, 1966

The Scholarship, Education and Defense Fund for Racial Equality, Inc. conducted a weekend workshop in Plaquemine, Louisiana with the financial assistance of The Voter Education Project of the Southern Regional Council. Participants were community leaders, candidates and campaign workers from the first, second, fifth and sixth Congressional Districts of Louisiana. Many were amatuers. Yet in them lay the major hope of bringing about meaningful political, economic, educational and social change in the state. The trainees wanted to know "how to do it." The workshop agenda was designed to study: (1) The functions and responsibilities of city, parish and state governmental offices.
(2) Structure, policies, and platforms of American political parties.
(3) Techniques, methods and operating strategies of effective political activists.

SEDFRE faculty consisted of Fanny Neal, AFL-CIO; Horace Sheffield, United Automobile Workers; David Cohen, Americans for Democratic Action and local political leaders from Louisiana such as W.W. Harleaux, President, Iberville Voters League; Louis C. Atkins, Social Studies Teacher, Dorseyville High School and W.A. Samuels, Assistant Director of Iberville Community Action Program. James T. McCain, Spiver Gordon and I attended the conference as resource persons in addition to the above staff.

Spiver Gordon was in Louisiana for two months selecting participants and discussing the agenda. Among those attending were: candidates for the School Board in West Feliciana, St. James and Iberville Parishes; candidates for the City Council, Justice of the Peace, Constable, Democratic Parish Committees, Democratic State Central Committee and Police Jury in the Parishes of Pointe Coupee, West Baton Rouge, East Baton Rouge, Ascention and Orleans. The participants included five campaign managers, thirty-five political workers and fourteen candidates.

The total cost of the workshop was $3,052.49 which included expenditures for recruitmant, room and board, student and faculty travel and other items.

FRIDAY

The participants began arriving early Friday afternoon. The first general session began at 8 p.m. Putting our past experiences to work, we knew that political awareness is taught through both informal discussions and structured lectures. Skills and techniques are taught in the same way. Therefore, on Friday our first session consisted of an informal exchange of ideas and views from the trainees regarding the role, functions, objectives and activities of the local groups.

It was generally agreed that the policy making meetings of the voter groups should include grass root persons. Resource persons explained that many groups that were formed to serve persons of the low-income bracket frequently excluded the least trained and unarticulate. It was suggested by one leader that the answer to this problem was to let neighborhoods choose their own leaders to serve on the governing board of local political organizations. The discussion proceeded in the right direction. The trainees were able to evaluate the history, present problems and future plans of action of their organizations.

To push the discussion to another stage, where the trainees would be able to relate their bread and butter problems to politics we showed two films. The films were:

The Corner - A view of the thinking and ways of young people who engage in gang-type living.

Mississippi Hearing - A documentary on a hearing in the State of Mississippi by the United States Commission On Civil Rights.

In order to make the films effective in stimulating discussion, we used the back-to back film showing technique - that is, we asked the participants to discuss the connections and differences between the films. One student asked, "What is the significance of gang life to the ballot." Another inquired, "Gangs are predominately in the north, so why are we discussing it in terms of political action in the south." However, many persons felt an idenfication with the film describing ghetto life in Chicago. One person said, "In the south our children are forced to leave because of lack of work, only to go north and become a victim of the ghetto." This comment led to a deeper deliberation on the relationships of politics to the issues of slum housing, racial discrimination, inferior education, injustice and poverty.

Having carefully reviewed the negative and positive aspects of past, present and future plans of action, it was concluded that community problems that face Negroes and other minority groups in the south must be faced and fought out in the south. To do this, it is necessary to organize politically in the south. To implement this conclusion many felt that they could best spend the weekend dealing in depth with the methods and techniques of organizing strong political organizations beginning with the precinct level and moving up to the county, state and so on. This was done through lectures, small group discussions, role playing and use of materials and displays. The Iberville Voters League, which served as the host organization set-up a display consisting of the following items: (1) The charter of the organization. (2) Filing card system for members of the League, as well as all the registered voters in the parish. (3) Ward maps showing the boundries of the precincts. (4) Campaign posters and ballots. (5) Campaign leaflets on voter registration and candidate endorsements. (6) Miniature voter machines.

## SATURDAY & SUNDAY

Participants told of their experiences in organizing a political campaign. Some participants indicated that in their communities the so-called leaders would appear on the scene only during election time, that people accepted money from candidates and persons didn't vote in the elections.

This sort of negative talk went on for a little while, then one participant indicated a need for some positive solutions to some of the problems. With this keynote, Fanny Neal went to it. She lectured and used the method of role playing to describe successful and unsuccessful campaigning in Alabama and other places. She pointed out that ministers had approached her and told her that they would need a large sum of money in order to get out the vote and organize. She explained that she went directly to the people and worked with them and before long, she had the ministers who had demanded money from her knocking on doors. She pointed out however, that this method worked in Alabama and it may not necessarily work in other places. Therefore, one should use every resource available. Discussion began to deal with "how to develop effective political groups that will reap meaningful benefits."

Jim McCain did an excellent job on voter registration drives and citizenship education work. Many participants raised questions about how to combat fear and apathy. Some persons took the position that the problems were not so much apathy and fear as it was a need to know what political power could do, and how to get it. The West Feliciana Delegation cited their early days in getting people to go to the court. They told how Negroes were beaten because they sought the ballot, but the moment they got it, the picture changed or is beginning to change. Several changes were pointed out.

1) Two Negroes have been elected to the School Board - Frank White and Raymond Minor (who were present.)

2) With an increase in voter registration, persons who were once afraid, are now developing the courage to act.

3) The voter groups have become interested in how to use the ballot to get what they want - better roads, more jobs and other public services.

4) There has never been a union at Princeville Canning Company which is a monoply on canning sweet potatoes in West Feliciana Parish. The local voters group is now discussing how they can use their political power to secure better working conditions and/or formation of an union at Princeville.

5) White politicians who made racist appeals are now seeking support from Negro voters.

The West Feliciana story is indeed one that I highly idenify with because I can recall from my personal experiences when there wasn't a registered Negro and how they won that right under the most hostile conditions any human being could ever imagine. I was very happy to see the participants from West Feliciana Parish tell others in the state about their past, present and future of their struggle.

After listening to various case-studies, it was discovered that a general problem existed in most parishes. The problem was based on the question of who is qualified to represent the poor. As the students attempted to deal with this question, it was noticed that during the years whites fought to deny Negroes the right to vote, to eat and any other right you could name, middle-class Negroes found that the safest way to live in the south was not to get involved.

In most community activities in rural and hostile areas like West Feliciana the poor, farmers, the unemployed and young people led the struggle. Now since things have changed, the persons who led the struggle in the early days are suddenly unqualified to run for public office. Unfortunately, not only are they told by persons with college degrees that they are not qualified, but the stigma of the society has caused them to believe within their hearts that they need more "education" to run for public office. After several hours of batting around this question of qualification and other issues, it was finally agreed that political activists in the south must have the following:

1) Knowledge of what the people want and need.

2) Integrity - that is, an uncompromising willingness to fight for the rights and desires of underprivileged Americans.

3) A genuine willingness to learn through workshops like the ones SEDFRE is sponsoring in the south. Workshops that deal with skills, techniques and achievement motivation.

It didn't take long for the trainees to realize that a high school diploma or a college degree, per se, has very little to do with the above qualifications. In short, the Saturday sessions ended with persons feeling that they had a new sense of direction and more knowledge on the political process.

The following comments were made by some of the students in an attempt to evaluate the workshop.

Mr. Percy Sims
Donaldville, Louisiana

"The discussion on how to conduct a year-round political program was both interesting and informative. I have long seen a need for a year-round program of political activities. We have had too much of the 'pop up voters league' at election time. I think now we have the knowledge to maintain a year-round program thanks to SEDFRE training programs."

Mr. Raymond Minor
St. Francisville, Louisiana

"I was very impressed with the discussion on organizing a political campaign. I see now how I can improve my campaign technique and perhaps insure my election again to the School Board."

Mr. John Davis
Plaquemine, Louisiana

"This is my first time attending a workshop of this kind. I certainly have a lot to tell my P.T.A."

Mrs. Patrica Miller
Baton Rouge, Louisiana

"I think the workshop was well planned and the subject matter was the kind we have needed for a long time. I would like to see more role-playing techniques and an analysis of what's happening with regard to involvement of participants. I would like to work along closely with the program and involve the Louisiana Council on Human Relations."

Mrs. Pearl Bryant
Greensburg, Louisiana

"The discussion was an asset to our young organization. We shall long remember the workshops."

Mrs. Valerie Lowery
Lutcher, Louisiana

"We feel that we have gained enough knowledge to perhaps begin a pretty good voter registration. Thanks to Mr. James McCain and SEDFRE for excellent workshops."

Mrs. Margaret Wisher
White Castle, Louisiana

"The Knowledge we gained today on organizing a political campaign will certainly help to relieve a tremendous workload on a few people. We now feel that we have new techniques that will enable us to include more people."

## ORGANIZATIONS REPRESENTED AT CITIZENSHIP EDUCATION WORKSHOP
Plaquemine, Louisiana
December 16-18, 1966

### St. Helena Parish

NAACP Chapter of St. Helena
The Little Citizens of St. Helena

### Iberville Parish

Iberville Industrial Voters League
Plaquemine NAACP
Iberville Education Association
Seymourville Improvement Association

### West Feliciana Parish

West Feliciana Voters League
St. Francisville Improvement Association

### East Feliciana Parish

East Feliciana Voters League

### West Baton Rouge Parish

West Baton Rouge Voters League
Port Allen Civic League

### St. James Parish

St. James Voters League
Young Democrats of St. James
NAACP

### Orleans Parish

CORE

### East Baton Rouge Parish

Louisiana Council on Human Rights
Baton Rouge Businessmen's League

# ORGANIZATIONS REPRESENTED AT CITIZENSHIP EDUCATION WORKSHOP
Plaquemine, Louisiana
December 16-18, 1966

## Ascension Parish

Donaldsonville Voters League
NAACP
CORE

## Pointe Coupee Parish

NAACP Chapter of New Roads

## Madison Parish

Madison Parish Voters League
CORE

## Washington Parish

Bogalusa Voters and Civic League

## Tangipohoa Parish

Amite Community Action Association

April

## CONTACT LIST FOR MADISON PARISH, LA. 1965

| | |
|---|---|
| Dawson, Artis Ray<br>504 Roosevelt, St.<br>Mail: P. O. Box 697<br>Tallulah<br>Ph. 1804 | Worked closely with CORE this summer. Will go to Grambling College this year. 21 years old. |
| Williams, James H.<br>308-A W. Askew<br>Mail: P.O. Box 842<br>Tallulah<br>Ph. 1574 | Worked very closely with CORE during the summer. May be drafted. 19 years old. |
| Johnson, Rev. Willie<br>708 Fish St.<br>Tallulah<br>Ph. 2498 | On the Steering Committee of the Voters League |
| Isreal, Rev. T. I.<br>~~Rt.-2~~<br>Mail: Rt. 2<br>Box 72<br>Ph. 886-W-1 | Farmer. Active in ASCS. On the Steering Committee of the Voters League |
| McClinton, Mrs Helen B.<br>203 Stansbrough<br>Mail: P.O. Box 14<br>Tallulah<br>Ph. 778 | Ownes own store. |
| Wyche, Mr. Zelma C.<br>212 Fish Street<br>Tallulah<br>Ph. 836 | V.P. of the Voters League and Chairman of the Steering Committee of the V.L. Very active. One of the main leaders in town. |
| Williams, Martin<br>211 W.Green<br>Tallulah<br>Ph. 315 | Owns ~~Mat~~ dry cleaning plant and laundry. |
| Williams, Moses<br>601 W. Green<br>Tallulah<br>Ph. 1634<br>Ph. 903 (hone) | Owns tire shop. He is very active. Member of the Steering Committee of the Voters League. |
| Vergil, Miss Elnora<br>302 E. Washington St.<br>Mail: General Delivery<br>Tallulah<br>Ph. 2255 | Nurses aid at the Negro old folks home. She is very active and willing to do things. She doesn't have a home phone. The number listed is that of the old folks home. |
| Wilson, Rev F. W.<br>Rt. 3<br>Box 38<br>Tallulah<br>Ph. 1615-J-3 | Owns own farm. He is a member of the Steering Committee of the Voters League. Very Active in ASCS. |

More will come tomorrow

BR

# CONTACT LIST FOR MADISON PARISH, LA. 1965

| | |
|---|---|
| Jones, Leroy<br>1026 N. Madison St.<br>Tallulah, Louisiana | Works at Chicago mill. Hi is one of the most active men there and hi is one of the first men~~t~~ to see concerning the mill. There is a good chance that he will sit on the board of directors for Community Action. |
| Jones, Levern<br>1009 N. Madison St.<br>Tallulah. | Younger brother of Leroy. Very active at the mill. He and Leroy and a few others have ~~the~~ the moving force at the mill. |
| Norman, Frank<br>904 W. Oughbourne<br>~~Tallulah~~<br>Mail: P.O. Box 681<br>Tallulah<br>Ph. 856-R | Same as the above. |
| Brown, H. H.<br>412 Bozeman St.<br>Mail: Brown's Barber Shop<br>Depot Street<br>Tallulah<br>Ph. 1425~~Henderson~~ | Member of the Steering Committee. |
| Henderson, Rev. J. H.<br>216 Bozeman St.<br>Tallulah<br>Ph. 1674 | |
| Harris, Rev Leon<br>311 West Green St.<br>Tallulah<br>Ph. 9136 | |

Note These are additional contacts —

# CITIZENSHIP EDUCATION WORKSHOP

SPONSORED BY:

IBERVILLE INDUSTRIAL VOTERS LEAGUE
AND
PLAQUEMINE NAACP

PLACE: MARINGOUIN, RECREATION CENTER
MARINGOUIN, LOUISIANA

DATE
APRIL 15, 1967

PARTICIPANTS:

POLITICAL CANDIDATES

AND

COMMUNITY LEADERS
FROM
THE PARISH OF IBERVILLE

CONDUCTED BY:

SCHOLARSHIP, EDUCATION AND

DEFENSE FUND FOR RACIAL EQUALITY, INC.

Date changed to
April 25, 26, 1967

# AGENDA

8:00 -9:00 REGISTRATION

9:00- 10:00 GENERAL ASSEMBLY

INTRODUCTION OF RESOURCE PERSON AND PARTICIPANTS

FILM SPIVER D. GORDON, LEADERSHIP DEVELOPMENT ASSISTANT DIRECTOR, SEDFRE

## WORKSHOPS

10:00- 11:00 and 11:00 - 12:00

Two groups will alternate in attending two workshops which will run simultaneously.

1. VOTER REGISTRATION AND EDUCATION DRIVES AND CLASSES

   A. Participants will be given an opportunity to tell their problems and their experiences in solving them.

   B. The phamplet Political Strength, How to get it will be used by the Resource person as a guide.

   C. The emphasis of organizing Voter Registration Drives and Educational classes will be on a block, precinct, ward and county, parish level.

   D. How to combat fear, apathy and ignorance by the use of education classes.

   E. How to conduct Voter Eduaction Classes.

   F. How to use Voting Machines and mark ballots.

   G. Mock elections, role playing will be exercised.

   H. Areas where we can win offices and kinds of offices we can win.

RESOURCE PERSON: Mr. W. W. Harleau~~x~~, Presient Iberville Industial Voters League.
Mr. Urais Banks, Community Leader

DISCUSSION LEADER: Mr. Albert Richardson

2. SETTING UP A POLITICAL ORGANIZATION ON A COUNT LEVEL

   A. Organizing the Blocks, precincts, and parish participants will do role playing.

   B. Choosing leader~~s~~ and outlining duties.

   C. Finding problems, setting up time table to solve them.

   D. Stimulating interest with live year around programs.

   E. Making assignments and tasks.

   F. Naming committees and responsibilities.

RESOURCE PERSON: Mr. W. H. Samuels, Asst. Director Iberville
Community Action Program.

Mr. Spiver D. Gordon, Director, Leadership trai

DISUCSSION LEADER: Mrs. Mary Dennis, Community Leader.

12:00 - 1:00 LUNCH

WORKSHOPS

1:00 - 2:00 And 2:00 - 3:00

1. HOW TO GET OUT THE VOTE

A. Organization, Blocks, Precincts, ward and parish.

B Good candidates.

C. Sound and interesting programs.

D. Co-operation with other groups.

E. Canvassing, telephoning, door to door contact.

F PUblic meeting, leafletting.

G. Finances, transportation.

H. Regular meetins.

I. How to appeal to voter:

1. Economical deprived
2. Middle class
3. Can we appeal to white voters
4. Should we appeal to white voter and how?

RESOURCE PERSON: Mr. Jake Holmes, Member, Iberville Parish School Board.
Mrs. Marguerite J. Wisher, Community Leader

DISCUSSION LEADER: Mr. Samuel Hawkins.

#2 POLITICAL STRUCTURE

- A. County, wards, precinct committees
- B. Election laws, governing County Government
- C. Evaluation of county political power structure.
- D. Democratic committeemen and committeewomen
    - 1. Duties
    - 2. Election
    - 3.HHow it affects county, ward, precinct government leve

- E. County commissioners
    - 1. Duties
    - 2. Term of office
    - 3. How to qualify
    - 4. Areas represented.

RESOURCE PERSON: Attorney Murphy Bell SEDFRE, Legal Counsel.

Mr. Reid Greene, member, City Council
Mr. Eamuel Crump, Community Leader.

3:00 - 4:00 FILM___ THE NEGRO AND THE SOUTH.

Explores the meaning of the term the Southern way of life to the South. 43 million whites and 11 million Negroes. Interviews Negro and White citiz and observes segregated schools in the South. Participants will view film and then discuss.

WORKSHOPS

4:00 - 5:00 5:00 - 6:00

#1 HOW TO MAINTAIN YEAR AROUND POLITICAL ORGANIZATIONS

- A. How to organize for a year around program.
- B. Active only at election time or year around.
- C. Deal with community problems on a broader scope.
- D. Participants should give suggestions on how to maintain such organizations.
- E. Employ a full time organizer.
- F. Live and interesting programs.
- G. Create and investigating committee to follow thru on candi

RESOURCE PERSON: Mr. W. W. Harleaux, President, Iberville
Industrial Voters League.
Mr. Alfred Mitchell. Community Leader.

DISCUSSION LEADER: Mr. James Williams

#2 MAKING PLANS FOR THE FUTURE
- A. Where do we go from here?
- B. Participants will be given opportunity to discuss and arrive at answers to their problems.
- C. New techniques in reaching the masses.
- D. How to invole middle, preachers, teachers.

RESOURCE PERSON: Mr. W. W. Harleax, President, Iberville Industrai
Voters league.
Mr. Spiver D. Gordon.

DISCUSSION LEADER: Mr. Milton Osborn, Community Leader.

6:00 - 6:15 REMARKS
FINALE
SPIVER GORDON, ASSISTANT DIRECTOR,

C.E. WORKSHOP
PORT ALLEN, LA
MAY 3, 4, 1967

## Two Citizenship Programs Slated In Port Allen

A Citizenship Education Workshop for Political Activities and Community Leaders will be held at Stone Square Lodge in Port Allen tomorrow and Thursday nights from 6 to 10 p.m.

Sponsored by the West Baton Rouge Improvement Association, Inc., and conducted by the Scholarship, Education and Defense Fund for Racial Equality, Inc., the workshops include such topics as voter registration, education drives, setting up political organizations on a parish level and how to maintain a year-round political organization.

Participants will be given an opportunity to tell of personal experiences in their communities.

Other topics of the workshops are how to get out the vote, the political structure of a parish and films on Negro history.

---

## Citizens' Workshop Slated in Port Allen

PORT ALLEN — A Citizenship Education Workshop for Political Activities and Community Leaders, sponsored by the West Baton Rouge Improvement Association, Inc., will be held at Stone Square Lodge Monday and Thursday from 6 to 10 p.m.

The workshop will include such topics as voter registration, education drives, setting up political organizations on a parish level and learning how to maintain a year-round political organization. It will be conducted by the Scholarship, Education and Defense Fund for Racial Equality, Inc.

Participants will have an opportunity to tell of personal experiences in their communities.

Morning Advocate

May 1, 1967

MSS 546 SEDFRE

Council on Foundations, 1968

Box 23
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State Historical Society of Wisconsin

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**Council on Foundations, Inc.**

ESTABLISHED 1949

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*Suite 715* *Telephone 212* ~~687-8300~~ 736-6350

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February 27, 1968

MAR 4 1968

urgent

Mr. Ronnie Moore
Leadership Development Director
Scholarship, Education, and Defense
Fund for Racial Equality, Inc.
150 Nassau Street
New York, New York

Dear Mr. Moore:

The Chairman of our Program Committee, Mr. Robert H. MacRae of Chicago, and I were delighted to learn from Mrs. Deborah Cole that you have agreed to participate at the Council's Nineteenth Annual Conference to be held in Kansas City, May 15 - 17.

Your session is scheduled to take place in the Trianon Room of the Muehlebach Convention Center on Thursday morning, May 16, from 9:00 to 10:30. The Preliminary Program is now at the printer and a copy will be sent to you in a few weeks.

Kindly send us before April 1 two copies of a brief statement of your biographical data. We need this material for our records and for use in introducing you at the Conference. We will be in touch with you later regarding your arrival and departure time so that we may make the proper hotel reservation for you.

Sincerely yours,

Wilmer Shields Rich
Executive Director

WSR:ms

cc: Robert H. MacRae
Mrs. Deborah Cole

cc: M. Rich, H Smith

March 12, 1968

Mr. Wilmer Shields Rich
Executive Director
Council on Foundations, Inc.
345 East 46th Street
New York, New York 10017

Dear Mr. Rich:

Thank you for your letter of February 27 giving me the information concerning the Council's Nineteenth Annual Conference to be held in Kansas City on May 15 - 17.

I welcome the opportunity to participate in this important work. I am enclosing the requested two copies of a biographical sketch.

You mentioned you will be sending me details on the conference at a later date. I look forward to working with you and the other participants at the conference.

Sincerely yours,

Ronnie M. Moore
Director, Leadership Development

RMM:at
Enc. - 2

**BIOGRAPHICAL SKETCH, MR. RONNIE M. MOORE** **MARCH 12, 1968**

Mr. Moore is a native of New Orleans, Louisiana. He received his elementary schooling in New Orleans and studied for two years at Southern University in Baton Rouge, Louisiana. In 1965 Mr. Moore was ordained a minister by the First District Baptist Association of Greater New Orleans.

For nearly four (4) years Mr. Moore was Director of Field Operations in the State of Louisiana for the Congress of Racial Equality. He was expelled from Southern University for his participation in the Students Civil Rights Demonstration of 1961, which was broken up by Baton Rouge police with tear gas, police dogs, fire hoses and billy clubs.

Mr. Moore is a veteran of eighteen jailings in Louisiana. He spent a total of 57 days in solitary confinement in a Baton Rouge jail, while waiting for the reduction of bail on a charge of criminal anarchy, all of which stemmed from his civil rights activities.

In 1959 Mr. Moore was awarded a Merit Citation from the City of New Orleans, presented to him by Mayor De Jessep S. Morrison. In 1960 he received the American Legion Award and in the same year he received the Federation of Men's Scholarship Award for outstanding leadership, by Southern University.

Mr. Moore has received mention in the books, "Who Speaks for the Negro" by Robert Penn Warren, "Freedom When" by James Farmer and "Climbing Jacob's Ladder" by Pat Watters and Reese Cleghorn. His contributions have been cited in newspapers and magazines such as, The New York Times, Ebony, The Reporter and The New York Post.

Mr. Moore is presently employed by Scholarship, Education and Defense Fund for Racial Equality, Inc. as Director of the Leadership Development Department.

April 8, 1968

Mrs. Edith Ann Artisone
Council on Foundations
393 Seventh Avenue
New York, New York 10091

Dear Mrs. Artisone:

Mr. Rich has asked me to send you the descriptive list of our video tape equipment, and it is as follows:

Ampex VR 6000 #4072
Ampex 6450 Camera Kit #1954
TUC 16" Monitor #11423
EV 630 Mike Lo-Z #58228
Atlas DS-5
Connector from TUC to VR 6000 (25')
Head Cleaner Kit
1" Tape (rolls depending on use)

approx 300#

If there is any further information you need concerning the above, please do not hesitate to call.

Very truly yours,

A. Teper
Secretary to Mr. R. M. Moore

cc: Mr. M. Rich

cf | Council on Foundations, Inc.
Room 2007 · 393 Seventh Avenue, New York, N.Y. 10001
212/736-6350

APR 19 1968

## MEMORANDUM

TO: Mr. Ronnie Moore

FROM: David F. Freeman, President

DATE: April 8, 1968

We are pleased to enclose herewith your copy of the preliminary program for the Nineteenth Annual Conference of the Council in which you have so kindly agreed to participate. We would appreciate hearing from you about your plans so that we can make the necessary arrangements at the Muehlebach Hotel where you will be our guest. Most of our panelists will be travelling to Kansas City at the expense of their organizations. If this is not feasible in your case, we will be glad to honor your statement for round-trip tourist air fare or the equivalent after the Conference.

Please fill in the information requested below and return this memo to us promptly. The Conference packet containing your meal tickets will be ready for you on your arrival at the Registration Desk in the Mezzanine Assembly. The hotel will confirm reservations directly to you.

### Hotel Reservations

Arrival in Kansas City Date 5/15 Hour 9:40 a.m. - TWA #89 *

Departure from Kansas City Date 5/17 Hour 1:30 p.m. - TWA #80

### Meal Reservations

Wed., May 15 Luncheon x
Dinner x

Thu., May 16 Luncheon x
Dinner x

Fri., May 17 Breakfast x
Luncheon ?

5/14

* Have time to talk to Mrs. Cole about your various projects, at her request,

# *Council on Foundations, Inc.*

*Established 1949*

393 SEVENTH AVENUE · NEW YORK · N.Y. 10001

*Room 2007* *Telephone 212 736-6350*

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JUN 3 1968

May 29, 1968

Mr. Ronnie Moore
Leadership Development Director
Scholarship, Education, and Defense
Fund for Racial Equality, Inc.
150 Nassau Street
New York, New York 10038

Dear Mr. Moore:

On behalf of the Council's officers, this is to express our appreciation for your time and effort in making the Kansas City Conference a success. Your contribution to the meeting was a most valuable one.

In due course, when transcripts are received from the steno-typists, we will prepare a record of the conference proceedings for distribution to you and other participants. We anticipate that the panel discussions will be summarized or heavily edited, though "opening remarks" will be printed verbatim. If you wish an opportunity to review the report of your panel, please let us know where we can reach you during the summer months.

Sincerely yours,

David F Freeman

President

Thanks
happy to receive
letter of — 1968.
request opportunity to
review underlined note

June 18, 1968

Mr. David F. Freeman, President
Council On Foundations, Inc.
393 Seventh Avenue
New York, N.Y. 10001

Dear Mr. Freeman:

I was happy to receive your letter of May 29th. The opportunity to participate in the Kansas City Conference, proved to be a most valuable experience.

I would like the opportunity to review the report of my panel and can be reached at any time, at the above address.

Sincerely,

Ronnie M. Moore
Director, Leadership Development

RMM:lb

June 18, 1968

# INVOICE

TO: Council On Foundations, Inc.
393 Seventh Avenue
New York, N.Y. 10001

RE: Nineteenth Annual Conference - Kansas City, Missouri 5/15-17/68

**Travel Expense - Mr. Ronnie M. Moore**

| | |
|---|---|
| Taxi from East Orange, New Jersey (residence) to Newark Airport | 6.00 |
| Carey Transportation form Newark Airport to Laguardia Airport | 3.00 |
| Plane fare from Laguardia Airport (N.Y.) to Kansas City, Mo. | 69.30 |
| Limousine service from Airport to hotel (Kansas City) | 1.75 |
| Limousine service from hotel to airport (Kansas City) | 1.75 |
| Plane fare from Kansas City to Newark Airport (N.J.) | 74.55 |
| Taxi from Newark airport to residence (east Orange, N.J.) | 6.00 |
| Video Tape equiptment - from Kansas City to Office (above address) | 24.35 |
| TOTAL - - - - - | $186.70 |

Received Payment 6-28-68
Vd
ck#1279 $186.70

**YELLOW FORWARDING CO.** 2KC 989923

| DATE | TRAILER NO. | CODE TO | | | CONSIGNEE COPY |
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| 4 | CRTS EXHIBIT<br>INSIDE DELIVERY | 300<br>COLLECT | 720 | 2160<br>275<br>24.35 |

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SOLD SUBJECT TO CONDITIONS OF CONTRACT ON PASSENGER'S COUPON
If the passenger's journey involves an ultimate destination or stop in a country other than the country of departure, the Warsaw Convention may be applicable and the Convention governs and in most cases limits the liability of carriers for death or personal injury and in respect of loss of or damage to baggage

PASSENGER NAME NOT TRANSFERABLE: [illegible] Moore
ORIGIN
DESTINATION
DATE OF ISSUE
ISSUED IN EXCHANGE FOR
VALID UNTIL
TICKET DESIGNATOR
ACCT. DEPT. USE ONLY
DATE AND PLACE OF ORIGINAL ISSUE

| NOT GOOD FOR PASSAGE | FARE BASIS | CARRIER | FLIGHT/CLASS | DATE | TIME | STATUS | ALLOW. |
|---|---|---|---|---|---|---|---|
| FROM Kansas City | Y | TW | [illegible] | 5/16 | 5 P | OK | |
| TO X New York (LGA) | Y | NY | [illegible] | 5/16 | 10 00 | OK | |
| TO Newark | | | | | | | |

BAGGAGE CHECKED UNCHECKED PCS. WT. UNCK. WT.

FOR ISSUING OFFICE ONLY

| FROM/TO | CARRIER | FARE CALCULATION |
|---|---|---|
| MKC | TW | 66.00 |
| LGA | NY | 5.00 |
| EWR | | |

FARE 71.00

DATE AND PLACE OF ISSUE OF THIS TICKET: KANSAS CITY

CONJUNCTION TICKET(S)
FORM OF PAYMENT UA Q 79 10 13 N UA
ENDORSEMENTS SCHO FUND RONK

| FARE | TOTAL | ROUTE CODE | CPN. | TICKET NUMBER |
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| TAX 3.55 | | | | |
| EQUIV. AMT. PD. | | | | |

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PASSENGER NAME NOT TRANSFERABLE: R Moore
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DESTINATION
DATE OF ISSUE 14 MAY 68
ISSUED IN EXCHANGE FOR
VALID UNTIL
TICKET DESIGNATOR
ACCT. DEPT. USE ONLY
DATE AND PLACE OF ORIGINAL ISSUE

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| TO KANSAS CITY | | | | | | | |

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FOR ISSUING OFFICE ONLY
FROM/TO CARRIER FARE CALCULATION
FARE

DATE AND PLACE OF ISSUE OF THIS TICKET: NEWARK N.J. MAY 1968

CONJUNCTION TICKET(S)
FORM OF PAYMENT UA Q 79 10 13 N UA 53
ENDORSEMENTS

| FARE | TOTAL | ROUTE CODE | CPN. | TICKET NUMBER |
|---|---|---|---|---|
| 66.00 | 69.30 | 2018914 | | |
| TAX 3.30 | | | | |
| EQUIV. AMT. PD. | | | | |

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cf
*Council on Foundations, Inc.*
Room 2007 • 393 Seventh Avenue, New York, N.Y. 10001
212/736-6350

Give to Marv.
to review
& edit

July 17, 1968

Mr. Ronnie M. Moore, Director
Leadership Development
SEDF
164 Madison Avenue
New York, N. Y. 10016

Dear Mr. Moore:

Here is the transcript of your session in Kansas City on TRAINING FOR RESPONSIBLE CITIZEN PARTICIPATION. Mike Miller has done some minor editing, as you will see.

He and I feel that the conclusions reported by each of the five groups seem in good shape, but since the stenotypist was able to get only smatterings of the individual group discussions, we suggest they might be deleted.

We're striving for speed and brevity this year, as well as for clarity, and any additional editing by you would be most welcome.

We hope you'll have time to go over this soon. If you have any questions, please call me or Wyn Meskus.

Cordially,

Dave Freeman

David F. Freeman
President

RECEIVED
JUL 18 1968
SEDF

July 26, 1968

Mr. David F. Freeman, President
Council on Foundations, Inc.
393 Seventh Avenue
Room 2007
New York, N.Y. 10001

Dear Mr. Freeman:

I received your letter of July 17, 1968 with the transcript of the session in Kansas City, on Training For Responsible Citizen Participation.

I have edited my remarks and I have attempted to edit the summary reports. I agree with you and Mike Miller, that the individual group discussions should be deleted.

Enclosed please find the transcript.

Sincerely,

Ronnie M. Moore
Director, Leadership Development

RMM:lb
Enc.

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*Council on Foundations, Inc.*
Room 2007 · 393 Seventh Avenue, New York, N.Y. 10001
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MEMORANDUM July, 1968

To : Council Members and Conferees

From: David F. Freeman, President

The consensus of those who attended the 19th Annual Conference in Kansas City was that the meeting met Program Committee Chairman Robert H. MacRae's challenge -- that it be a "means to share our experiences, test our concepts, and sharpen our perceptions so that we may serve with greater effectiveness."

John Gardner's keynote address on the pressing needs of the cities established a note of urgency which permeated the panels and discussion groups. Arthur Naftalin made specific, in terms of his experience as Mayor of Minneapolis, the kinds of cooperative efforts which will be required of public and private sectors. Alan Pifer closed the meeting with a look into the future of foundations, and a challenge to the field to remain relevant in a fast changing society. These three important speeches are enclosed for your further study and comment. They will also be reproduced in the full Proceedings of the Conference. A limited supply of this booklet, and of each of the speeches, is available on request. With large orders a small charge will be made to cover printing and handling costs.

Small Group Discussions and Consultations, held on Wednesday and Thursday mornings, enabled people with mutual interests to get together informally to discuss and share problems and experiences. Many participants have asked that more time be allowed in future programs for these groups, and that the individual sessions continue for 75 to 90 minutes.

"A 'Happening' for Foundations Faced with Change" brought all the conferees to the Exhibition Hall Thursday afternoon to see some of the many action programs now underway across the country. Here programs financed by foundations and government came to life in exhibits such as: a community corporation engaged in establishing an ambulance service; a strategy of approach to comprehensive mental health care in deprived urban neighborhoods; new approaches to preparing police for urban problems; and a center and program of rehabilitation for young addicts. The complete list of exhibitors, together with a listing of the very well attended film programs which complemented the 'Happening', will be given in the Proceedings.

The general session, "Hobgoblins in the American Dream", following the opening luncheon, provided a forum for discussion of the problems and potential of John Gardner's Urban Coalition. Eleven subjects were discussed by panelists during the Conference, and to choose between the concurrent sessions was difficult. However, the transcripts of the panels should be particularly helpful as a source of current information and potential programs. They are now being edited and will be sent to all members and participants at the earliest possible time.

At the Annual Meeting of the Members, five new Directors were elected to 3-year terms: Eli Goldston, Eastern Associated Foundation; Lindsley F. Kimball, The New York Community Trust; John R. McLane, Jr., Spaulding-Potter Charitable Trusts; Philip C. Sorensen, Irwin-Sweeney-Miller Foundation; and Robert L. Sutherland (Associate Member), Hogg Foundation for Mental Health. Dr. Sutherland represents the Associate Members, this category of Director having been made possible by an amendment to the By-Laws. Three Directors whose terms expire: Earl M. Annen, International Harvester Foundation; John M. K. Davis, Hartford Foundation for Public Giving; and John R. May, San Francisco Foundation, were warmly thanked for their long service and untiring devotion to the Council.

The Annual Meeting of the Directors elected as officers for the ensuing year: Kent H. Smith, Chairman; Wilbur J. Bender and Philip M. Stern, Vice-Chairmen; David F. Freeman, President; Jane Lee J. Eddy, Secretary; and W. Homer Turner, Treasurer.

Having retired as Executive Director of the Council, Wilmer Rich found herself, in her words, "in the delightful role of observer at the Conference." At the meeting the Directors presented her with a television set as a token of their gratitude and appreciation for her invaluable enthusiasm, leadership and counsel during the past ten years.

Finally, I know I speak for all who attended this 19th Annual Conference, in expressing our sincere thanks to our hosts The Kansas City Association of Trusts and Foundations, its Board of Directors, and its Staff Officers. Homer Wadsworth and Chuck Curran are due special kudos for their hospitality, cooperation, and patience. Our gratitude, too, to Chairman MacRae and all the members of his Program Committee. The challenge to keep up their high standards will be ever present as, under Dolph Norton's leadership, the new committee begins to plan for the 20th Annual Conference, to be held in New Orleans, April 9-11, 1969.

************

August 23, 1968

Council on Foundations, Inc.
393 Seventh Avenue
New York, N.Y. 10001

Re: Nineteenth Annual Conference - Kansas City, Missouri 5/15-17/68

In billing your organization for the expense incurred by Mr. Ronnie M. Moore for the participation in the 19th annual conference, I failed to bill also for the transportation of the video tape equiptment (via air) to Kansas City. But I did bill for the return of the equiptment.

At this time I would like to request payment for the attached invoice in the amount of $51.35. I am sorry for the delay, but Trans World Airlines was late sending the bill and I was under the impression that it had been paid for upon arrival in Kansas City.

Sincerely,

Laree Bell, Secretary to
Mr. Ronnie M. Moore

Recd. 9-3-68
ck #1418
dated 8-28-68

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STREET ADDRESS: 164 Madison Ave
CITY: New York ZONE STATE: N.Y., ~~10016~~
BY: SHIPPER OR SHIPPER'S AGENT: X
SHIPPER'S NUMBER:

TO: CONSIGNEE: [illegible]
STREET ADDRESS: [illegible]
CITY: [illegible] ZONE STATE: [illegible]
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**INVOICE**

*Council on Foundations, Inc.* 393 SEVENTH AVENUE • NEW YORK, N. Y. 10001

## ADVANCE REGISTRATIONS

Nineteenth Annual Conference

May 15-17, 1968, Kansas City, Missouri

### U. S. A.

### California

| | |
|---|---|
| Fresno | O. J. Woodward, Chairman of Board of Governors<br>Fresno Regional Foundation |
| San Francisco | Mrs. Ruth Chance, Executive Director<br>Rosenberg Foundation |
| | Lewis Durham, Program Director<br>Glide Foundation |
| | Lawrence I. Kramer, Jr., Executive Director<br>Miranda Lux Foundation |
| | Alan S. Maremont, Director San Francisco Bay Area Office<br>Kate Maremont Foundation |
| | John R. May, Executive Director<br>The San Francisco Foundation<br>and Mrs. May |

### Colorado

| | |
|---|---|
| Colorado Springs | Morris A. Esmiol, President<br>Sachs Foundation |
| Denver | John C. Mitchell, Vice President & Executive Director<br>Boettcher Foundation |
| | Dr. Mark L. Morris, President<br>Morris Animal Foundation<br>and Mrs. Morris |

### Connecticut

| | |
|---|---|
| Bristol | Mrs. Paul W. Adams, Treasurer<br>Barnes Foundation, Inc. |
| New Haven | Clark J. Bailey, Executive Officer<br>Foundations' Fund for Research in Psychiatry |
| | Norman Harrower, Jr., Executive Secretary<br>The New Haven Foundation |

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and Mrs. Schramm

### Delaware

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### Georgia

Atlanta

John A. Griffin, Executive Director
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Mrs. Donald Bloom, Director
Wieboldt Foundation

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The Chicago Community Trust

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Wieboldt Foundation

Mrs. William W. Darrow, Director
Wieboldt Foundation

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Wieboldt Foundation

and Mrs. Johnson

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Inland Steel-Ryerson Foundation, Inc.

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Harris Bank Foundation

Billy B. Sharp, Executive Director
W. Clement & Jessie V. Stone Foundation

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Wieboldt Foundation

John W. Straub, Director
Wieboldt Foundation

and Mrs. Straub

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The James S. Kemper Foundation

Raymond C. Wieboldt, Jr., President
Wieboldt Foundation

Frank H. Woods, Secretary-Treasurer
Woods Charitable Fund, Inc.

## Illinois (Cont.)

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| | Dr. Albert C. Montgomery, Assistant to the President<br>David C. Cook Foundation |
| Quincy | George M. Irwin, President<br>Quincy Foundation |
| Rockford | William L. Hockstad, Executive Director<br>Rockford Community Trust |
| Skokie | Edward L. Quinn, Vice President & Executive Director<br>The Sears-Roebuck Foundation |

## Indiana

| | |
|---|---|
| Columbus | James A. Joseph, Associate Director<br>Irwin-Sweeney-Miller Foundation |
| | Philip C. Sorensen, Executive Director<br>Irwin-Sweeney-Miller Foundation |
| | and Mrs. Sorensen |
| | Mrs. Robert S. Tangeman, President<br>Irwin-Sweeney-Miller Foundation |

## Kansas

| | |
|---|---|
| Newton | H. J. Andres, President & Manager<br>Schowalter Foundation, Inc. |
| | and Mrs. Andres |
| Wichita | Maurice E. Gordon, Executive Director<br>Kansas Area Methodist Foundation |

## Kentucky

| | |
|---|---|
| Lexington | Dr. Alberta W. Server, Vice President<br>Blue Grass Foundation, Inc. |

## Massachusetts

| | |
|---|---|
| Boston | Wilbur J. Bender, Director<br>Committee of the Permanent Charity Fund, Inc. |
| | and Mrs. Bender |
| | Robert Saltonstall, Vice President<br>Blanchard Foundation |
| | Frederick B. Taylor, Treasurer<br>Phineas W. Sprague Memorial Foundation |

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|---|---|
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| | Edward C. McCobb, Executive Director<br>Grand Rapids Foundation |
| | E. J. Whalen, Executive Director and Secretary<br>Charles K. Blandin Foundation |

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| | Richard A. Nordbye, Secretary<br>The Minneapolis Foundation |
| St. Paul | Peter M. Butler, Vice President<br>Patrick & Aimee Butler Family Foundation |
| | David R. Roberts, President<br>The Edyth Bush Foundation<br>and Mrs. Roberts |
| | John D. Taylor, Assistant Executive Director<br>Louis W. and Maud Hill Family Foundation |

## Missouri

Kansas City

Howard E. Bunton, Secretary-Treasurer
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Robert H. Busler, Secretary & Treasurer
Hallmark Educational Foundation

Charles E. Curran, Vice President
Kansas City Association of Trusts and Foundations

Donald J. Hall, Vice President
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C. M. Peeke, Executive Secretary
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Nelson Buhler, Co-Trustee and Chairman of Executive Committee
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Thomas R. Carskadon, Staff Consultant
Twentieth Century Fund

B. R. Center, Secretary
Sinclair Oil Corporation Foundation

Miss A. Kathleen Channing, Executive Secretary
Gulbenkian Foundation

Mrs. Deborah M. Cole, Executive Director
The Aaron E. Norman Fund, Inc.

Miss Marjorie Dawe, Secretary
Merrill Lynch, Pierce, Fenner & Smith Foundation, Inc.

Leslie W. Dunbar, Executive Director
Field Foundation

New York (Cont.)

New York

Vernon A. Eagle, Executive Director
The New World Foundation

Mrs. Jane Lee J. Eddy, Secretary
Taconic Foundation, Inc.

Miss Pauline Feingold, Interagency Coordinator
Office of Economic Opportunity

Charles P. Frazier, Director of Education
The Christopher D. Smithers Foundation, Inc.

Dr. Morton C. Gluck
Joseph Gluck Foundation

Sanford O. Gluck
Joseph Gluck Foundation

J. J. Grieff, Secretary
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Western Electric Company, Inc.

David R. Hunter, Executive Director
Stern Family Fund

and Mrs. Hunter

Mrs. Martha M. Innes, Secretary-Treasurer
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Dr. Franklyn A. Johnson, President
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United States Steel Foundation, Inc.

Harvey B. Matthews, Jr., Vice President
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Edwin Gould Foundation for Children

William H. Nims, Assistant Secretary
The Ford Foundation

William C. Olson, Associate Director
Humanities and Social Sciences
Rockefeller Foundation

Dr. Manning M. Pattillo, President
The Foundation Library Center

## New York (Cont.)

| | |
|---|---|
| New York | Richard H. Pough<br>Long Range Planning Committee<br>Belle W. Baruch Foundation |
| | John G. Simon, President<br>Taconic Foundation, Inc. |
| | William J. Sloboda, Director of Finance<br>National Council on the Aging |
| | Mrs. Robert Brinkley Smithers, Vice President<br>The Christopher D. Smithers Foundation, Inc. |
| | Mrs. Joan A. Strober, Assistant Secretary<br>van Ameringen Foundation, Inc. |
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# Nineteenth Annual Conference

# Council on Foundations, Inc.

Kansas City, Missouri, 1968

*Keynote Speaker*

**JOHN W. GARDNER**

*Chairman, The Urban Coalition*

*"Are Our Cities Losing The Race With Time?"*

**ARTHUR NAFTALIN**

*Mayor of Minneapolis*

*"The Foundation In The Year 2000"*

**ALAN PIFER**

*President, Carnegie Corporation of New York*

**Council on Foundations, Inc.,** *393 Seventh Ave., New York, N.Y. 10001 · (212) 736-6350*

# REMARKS BY JOHN W. GARDNER, CHAIRMAN, THE URBAN COALITION

As Delivered at the Annual Conference
Of The Council on Foundations, Inc.
Kansas City, Missouri
Wednesday, May 15, 1968

In the time immediately ahead the attribute that may prove to be most valuable to the American people is stamina.

Our afflictions are many. They will not diminish soon. We shall need cool heads and courage -- and above all, staying power -- if we are to get through the days ahead.

The atmosphere of crisis pervades our domestic situation today, and a mood of discouragement prevails. In my present work I feel the full brunt of both crisis and discouragement, and I don't take either lightly.

But let us try to see our situation in some perspective.

There is no doubt whatever that historians will identify the 1960's as a period that was characterized by great affirmative social action. In that time, they will say, the American people faced up to some problems that had been previously ignored: They took bold and imaginative steps to cope with those problems; and the gains were real.

I realize it is extremely unfashionable today to admit that any of the things we have fought for over the years actually worked out favorably. Now the social critics want us to believe that the society is so corrupt that no progress could possibly have been made, and that those of us who have worked so hard have actually been taking two steps backward for each step forward. That kind of talk is destructive nonsense.

Some of the crisis and some of the discouragement stems from the fact that we are more honest about our problems today. Some problems that we used to sweep under the rug are now brought out in the open, and I can't believe that that's bad.

It is not my purpose to leave you with a feeling of cheerfulness or complacency. On the contrary, I am going to emphasize the gravity of the problems ahead. But for the sake of perspective, for the sake of our own sanity and self-confidence as a people, we must take credit for hard-won gains.

On the domestic scene today we are faced with a series of immensely difficult problems; and they overlap in ways that lead us to confuse them with one another. Let me try to sort out for you the interlocking clusters of problems of poverty, discrimination and the cities.

The effort to combat poverty, rightly conceived, is far broader and more varied than is generally recognized. It begins with sound management of the economy and attention to the requirements of economic growth and full employment. It requires programs of income maintenance -- unemployment insurance, Social Security, public assistance. And justified dissatisfaction with present assistance programs has led to lively debate concerning new forms of income guarantee.

In the past half dozen years, still other means of combatting poverty have emerged. Before the 1960's the nation had never really taken an honest, penetrating look at hard-core poverty. We just didn't examine it very closely. We averted our eyes.

When we did look at it closely, one thing became crystal clear at once: we saw that poverty had the capacity to perpetuate itself, that poverty could breed poverty from here to eternity unless we took special measures to break the cycle.

We have learned that if we are to break the cycle of poverty we must eliminate the urban and rural slums that foster poverty. Such environmental change requires massive urban efforts such as the Model Cities Program, as well as regional and rural development activities such as the Appalachian Program.

Equally essential if we are to prevent the continuous regeneration of poverty is to reach its victims -- present and potential -- with programs of prevention and rehabilitation. That requires programs of early childhood education; excellent schools in the low income areas, job training, health care, social and rehabilitation services.

Every one of those efforts to change the environment or the individual is difficult, and requires social innovation of a high order. It is hard, slow work, but it is the great work of our generation.

Having had the opportunity to observe at first hand all of the varied attacks on poverty, I am not moved by those who say that the effort to combat poverty has failed. It has not failed. The fact is that the number of people living in poverty has decreased steadily. No social critic likes to mention that fact, but there it is.

Of the hundreds of specific measures we have taken to cope with poverty, some have failed, and some are so new and experimental that the verdict is not yet in. If we don't occasionally have resounding failures in specific programs, then we aren't being sufficiently experimental.

So much for poverty. Most poor people are white, and many live in rural settings, which is to say that poverty is a problem in its own right and by no means identical with racial problems or urban problems.

The issues surrounding the attack on poverty are of course deeply entangled with the issues raised by the Negro revolution. But they are not the same thing.

The Negro revolution is the most significant event of our day. We seek to cope with it in terms of jobs and low cost housing and other measures not dissimilar to the attack on poverty. But it's more than that. Listen to a well-dressed young Negro college student who has eaten well all his life, and you know that he is talking of something other than poverty.

He's talking about acceptance on equal terms as a human being -- and he is not pleading for such acceptance any more, he means to have it. And if you get the feeling as you talk to him that perhaps nothing you can presently do will quite placate him, that his resentment of centuries of subordination is too deep to eradicate quickly, that he is in a sense "raging against history", you are probably right. We may have to wait for that rage to spend itself.

We do not seek to do him justice because he threatens riots. That would be foolish. We seek to do him justice because it is right.

Unfortunately our task is vastly complicated by the actions of extremists on both sides. Acts of violence on one side bring responsive acts on the other side. Hatred brings responsive hatred. Extremists on each side point with glee to extremism on the other side. And the destructive interaction goes on. It appears to be building toward a fearful climax.

No one who cares about the future of this country whether he is white or black, liberal or conservative, will allow anger or resentment or an unconscious taste for violence to lure him into thoughts or acts that will bring that climax nearer. On the contrary, he will do everything possible to reverse the rapidly escalating mutual fears and hostility. Only in that way can we get back to the constructive task of removing the obstacles to a life of dignity and meaning for Negroes.

Many of the difficulties facing the Negro today are created by the urban environment in which so many of them now live. Until we resolve the worst of our urban problems, it won't be a fit environment for either race.

The problems of the city are numerous and complex. The urgency of our present difficulties tends to mask those complexities. We now tend to concentrate on two or three desperately urgent matters -- jobs, housing, race relations and the like. But sooner or later we shall have to get back to seeing the broader problems. We shall have to face up to the fiscal starvation that makes every mayor's job a nightmare, the splintered jurisdictions that make the metropolitan area ungovernable, the chaos that results from lack of comprehensive planning, the baffling questions raised by present migration patterns and so on.

In addition to all the other problems facing metropolitan areas, they face a deep running crisis of leadership. They need and must have far more effective leadership in and out of government.

I hasten to add that when I press the case for local leadership, I am not suggesting that Washington should have a diminished role. The argument over whether we should have a powerful Federal Government is over and done. Every sensible person now recognizes that this big and complex nation is always going to need a big and complex Federal Government. If we're lucky, it will also be wisely let and effectively managed. It will never be anything but powerful.

But the significant lesson of recent years is that the Federal Government, with all its wealth and strength, cannot be fully effective without the help of vital local leadership, in and out of government.

While the liberal and the conservative were arguing over the years about the proper role of the Federal Government, neither of them was asking how they could strengthen state and local government, neither of them was asking how the private sector, which in its very nature is highly fragmented, could pull itself together to cope with major problems facing the nation.

Now we must ask these questions.

The organization of which I am now the Chairman and Chief Executive Officer -- The Urban Coalition -- is designed to foster such leadership at the local level. Let me tell you about it.

After the riots last summer, a group of outstanding leaders in American life came together to form the Coalition.

The members of the Steering Committee included Mayors such as John Lindsay of New York and Jerome Cavanagh of Detroit, business leaders such as Henry Ford and David Rockefeller, labor leaders such as George Meany and Walter Reuther, Negro leaders such as Whitney Young and Roy Wilkins. In fact, no other organization in American life can equal the Coalition for the distinction and variety of its leadership.

I would emphasize the importance of the Coalition principle. Some people think of the Coalition as just another organization tackling the tough urban problems of the day. But it isn't "just another organization." It is unique, and its uniqueness lies in the way it goes about tackling the problems. Our distinction is that we bring together leadership elements that do not normally collaborate in the solution of public problems -- in fact, we bring together segments of American life that have often been utterly out of touch with one another -- and, in many cities, are still out of touch.

Today, no one leadership segment can solve the problem along. City Hall can't go it alone. The business community, with all its wealth and influence, can't solve the city's problems singlehandedly. There must be collaboration among all significant elements that hold power or veto power within the community.

Because of this need at the local level, our National organization set out immediately to form local coalitions. We now have 33 and we hope to have 100 by year's end. As in the case of the National, each local organization includes representatives from a variety of leadership segments in the community -- the Mayor, business, labor, minority groups, and religion. And we encourage the participation of other relevant elements -- the universities, the schools, the press, the professions. Each local coalition raises its own funds, and is free to shape its own program in terms of its particular needs.

Now I still encounter leading citizens who say, "Why try to get all those people into the act? Why don't a few of us get together quietly, and try to solve some of these problems?"

It's a reasonable suggestion, but hopelessly old-fashioned. It won't work for long in any modern city.

We won't re-establish stability in our cities until we bring into the same conversation all significant leadership elements.

The coalition principle requires that minority groups be represented in the effort to solve community problems, and such representation is itself a step toward solving the toughest problem of all: effective dialogue between the black and white communities. When a crisis strikes, it is too late to begin the long process of building effective handles of communication. If there is to be fruitful collaboration between black and white leaders, it must begin and be tested in a noncrisis atmosphere. Then when trouble strikes, if it does, men who have worked together and trust one another can go into action together.

The creation of open, continuous and understanding communication between white and black communities is difficult. It requires hard work and patience and imagination on the part of every person involved. But there is no alternative, unless we are willing to see our cities torn apart.

At both national and local levels, the Urban Coalition will be concerned with all of the major problems that plague the cities today. We seek to make the public aware of those problems. We will try to bring the nation's best talent to bear on them. We will support constructive efforts to solve them.

We will seek to supplement and not supplant other efforts. There's enough clutter already. We consider every organization constructively engaged in these matters to be an ally and we will work with them and strengthen them and support them where possible.

Thus we will work closely and cooperatively with the National Alliance of Businessmen. The Alliance, as you know, is under the Chairmanship of Henry Ford, who is a member of our Steering Committee.

Let me close with a plea that you lend your support and encouragement to the Urban Coalition -- nationally and locally.

Our society is in serious trouble. It is a frighteningly complex society. It is undergoing extraordinarily rapid change. It is afflicted with the gravest dissension and internal conflict. If we are to gain command of the problems that threaten to overwhelm us, we are going to need all the talent, all the leadership that the nation can command. You can supply some of that necessary leadership.

This is not a time for business as usual. This is a time to think and act imaginatively and responsibly to hold this nation together and move it toward a constructive future.

I don't know how many of you are conservatives and how many liberals, how many Republicans and how many Democrats. I will do you the credit of believing that you are all patriots in the best sense of that word, wanting to preserve this as a vital, coherent nation, wanting it to live up to the best in its tradition, wanting it to continue as a dynamic and free society.

Now, in these troubled days, the nation needs your wisdom, your steadiness, your willingness to deal patiently and calmly with difficult issues, working always to knit the nation together and to transmute destructive emotion into constructive action.

This nation can solve its problems. If we have the stamina and steadiness of purpose to keep our heads during times of conflict and controversy, we can make this society what it was always meant to be -- a fit place for the individual human being -- any and every individual human being -- to live a life of dignity and fulfillment.

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# ARE OUR CITIES LOSING THE RACE WITH TIME?

An Address by Arthur Naftalin, Mayor of
Minneapolis, delivered at the 19th Annual
Conference of the Council on Foundations,
May 15, 1968, Kansas City, Missouri.

I am greatly pleased by your invitation to speak on the subject, "Are Our Cities Losing The Race With Time?" It is a deeply disturbing question, and there are many who think the answer is that we are. I do not share that view but certainly there is at the moment no great cause for optimism.

The theme of your Conference is most appropriate. We do need, as your theme urges, to place greater emphasis on the complexity of our evolving problems and to develop more innovative programs to deal with them.

But we should not complicate our task by being unduly skeptical and critical. It is easy for all of us, mayors included, to put down every new idea for social improvement. The architects put down the planners, the planners put down the politicians, the politicians put down the educators and in the end, with everyone put down, we find ourselves too immobilized to act.

That is why I thought the attitude reflected in this afternoon's panel towards the Urban Coalition was excessively harsh.

It seems to me that all of us--and especially those in foundation work--must put our energies behind any effort that appears to have constructive potential. It is easy to shoot down proposals because none of them--whether they emerge in government, or in our voluntary organizations, or in business, or within the trade union movement--provide anything more than a partial answer to our baffling problems. In these trying times our most serious deficiency is the shortage of wisdom. We are trying to understand an extraordinarily complex society, to deal with problems that began decades and even centuries ago and that are now profoundly complicated by modern technology and science, and it is little wonder that we are not able to evolve programs that encompass all of the dimensions of the needed solutions.

As Secretary Gardner pointed out in his talk this noon, poverty is by no means exclusively a Negro problem and the problem of poverty and the problems of the Negro are by no means exclusively problems of the city.

But the hot winds of discontent fanned by these problems do batter all large city mayors today. More than most officials, we feel the revolutionary ferment; we are constantly assaulted by impatient constituents, so many of whom know that they have the final and appropriate answers to all of our problems.

We are frustrated by our inability to command the inchoate forces that surround us. We realize that we are at the cutting edge of tough, thorny problems, but we are baffled and perplexed. I say all of this so that when I complete my address and you have not obtained any new wisdom, you will know that the mayor of a large city may not be the proper person from whom to seek enlightenment.

By now everyone attending this Conference must be aware that we are in truth, two nations; a fact, it seems to me, that everyone with any degree of sensitivity should have recognized many years ago.

We should not have needed the Kerner Report to tell us that we are two Americas. We already had the word several years ago from Michael Harrington in his classic book, The Other America. In it, he made clear that while seventy per cent of our people were enjoying the highest standard of living ever known, we were living side by side with another America--dispossessed, deprived, discriminated against, excluded from participation in the mainstream of the social, economic and--for that matter--the spiritual life of America.

Today a noose is tightening around that "other" America--a noose compounded of a vicious cycle of low income and poverty that produces bad housing, which, in turn, makes family life unstable, leading to lack of training and education, to school failures, and to illegitimacy, and, then, to efforts to escape from reality. The segments of the cycle feed each other and the noose continues to tighten.

Last week we were told again that millions of Americans are starving, but no matter how it is stated, we seem incapable of fully comprehending the basic point--that we have two Americas and they are in the process of destroying each other.

Some of you may say to me, "What are you so excited about? Your city has a rather small black community and poverty can't really be a serious problem in Minneapolis!"

I think my city is somewhat better off than other cities of comparable size. We do not have the degree of social disorganization that some cities are experiencing and our minority population is only about five per cent of our total of half a million--three and one-half per cent Negroes and one and one-half per cent Indians. Nevertheless, thirty-one per cent of our families--black, red, white--have incomes of less than $5,000. While $5,000 is not the official poverty line, it most certainly is for a family that seeks to educate and train its children. In our three official poverty areas in Minneapolis, forty-five per cent of our families have incomes of less than $3,000.

The point is that poverty in America is a reality, especially if we recall what John Gardner told us today, that most of the nation's poverty is not in the city, but in the rural areas of the country!

The other side of this problem is our failure at the local governmental level. It is important that we see that local governments generally are incapable of meeting the problem of poverty--it is an irrefutable premise from which we must proceed.

Local governments are incapable of financing even their most essential services. They are overdependent on the property tax, with other levels of government having preempted income and sales taxes. Even where they do have the authority to tax, the central city is strangling in a metropolitan web. The inner city where the poverty and the dispossession exist cannot utilize the resources of the metropolitan area.

Leadership has fled from the central city to the suburbs and the middle class is leaving the inner city. In the suburbs people tend to become smug, indifferent and unconcerned, prepared to shoot down every proposal for region-wide taxation or regional support of essential services. Suburbanites are fearful of fair housing. They will not support efforts to share the burdens of the inner city. They seem unaware of how enormously they benefit from their proximity to the rich variety the city offers and of which they freely avail themselves.

The central city labors under enormous constitutional and statutory restrictions; it must live with debt ceilings, tax limits, inadequate governmental structure and meager financial resources.

At the same time, despite recent talk that the urban crisis is causing our states to assume a new leadership role, it has been mostly talk. The states are still largely dominated by rural legislators. Where any shift of power has occurred, it has gone to suburbia and not to the central cities. Thus, the central cities still cannot look to state legislatures for support.

Nationally, Congress today is in almost full retreat from social programs which, even when they were proposed, were inadequate.

We are today reaping the harvest of our historical distrust of government. Over the years we have tended to reject the utilization of government for social reform, and we have coupled with this rejection a bias against the city. In our minds we have associated the city with corruption, greed, exploitation and wickedness, and we have done everything to escape from the city and its problems. Our dilemma today, as we engage in the race with time, is how to reverse these deep-seated forces that make it so difficult to cope with our problems.

In my city we have made significant progress in several directions. We have a successful urban renewal program, a magnificent public housing program for our senior citizens, and we believe we are off to a promising start with our model city program.

But this progress can be attributed almost entirely to the existence of the many federal grant programs. They have been indispensable. Thanks to federal money, we have even demonstrated in a pilot project that it is possible to reduce crime in inner city junior high schools. We have one of 16 multi-purpose neighborhood centers, designed as a demonstration project to provide all residents of one poverty area a broad range of coordinated social services, including full medical care. I should mention, also, that we have under way a Concentrated Employment Program aimed at reaching all unemployed in the area covered by our model city program.

All of this represents a beginning, but only a beginning. Something more is needed in my community and in the communities all over America. We need a great and penetrating confrontation between the two Americas and a much more meaningful rousing of all of the community's energies and resources.

In some ways my community, with its small minority population and its rather limited degree of social disorganization, affords a good illustration of the pervasiveness of the problems the entire nation faces. If barricades between the two Americas are being built in Minneapolis, certainly the crisis of America reaches deep into all sections of the country.

We had two disturbances in my city, one in August of 1966, the other in July of 1967. There was considerable damage and some looting and burning, but, happily, no shooting, although we did summon the National Guard in the second incident. The police department carefully used restraint in both situations, and many citizens complained that we should have reacted fiercely, invoking maximum force.

Immediately following the first outbreak parents from the riot area gathered at my desk in a state of great concern. They pointed out to me something I should have known, that along the full reach of Plymouth Avenue, the scene of the disturbance, there was no theater, no bowling alley, no recreational facilities of any kind.

We proceeded to establish an agency--social, recreational, cultural--that came to be known as "The Way." It has been described by The Minneapolis Tribune as a "valuable social experiment," but it has been a constant source of controversy. It is reportedly frequented by young people with police records and is regarded by some as a meeting place for people who are plotting further disturbances. We continue to support and help this institution, despite widespread criticism, including an urging by a County grand jury that there be a change in its management. We believe "The Way" is providing a needed outlet for minority grievances and aggressions. We believe the other America must be permitted to develop, through its own institutions and through leaders of its own choice, its relationship with the larger society.

After the second disturbance last July, we reorganized and enlarged the Mayor's Commission on Human Relations. I named to this body a young Negro militant, and the appointment was promptly assailed by some members of the City Council because the young man--Ron Edwards-- had a police record. This controversy was to last many weeks. The Council refused to confirm. I submitted Edwards' name a second time and again it was turned down. I now challenged the community to stand with me in recognizing that there were many young men like Ron Edwards. I insisted that we must either accept them into our society or we should admit that we intended deliberately to exclude them. Thanks to the intervention of the clergy and our leading business people, Ron Edwards was eventually confirmed and he is now serving on the Commission.

That issue was no sooner settled when the matter of the rifles arose. About a year ago the Minneapolis police department had ordered ten AR-15 rifles, the civilian version of the M-16 which is used in Vietnam where it is considered an especially destructive rifle. I had given perfunctory approval to their acquisition, but later, after their delivery and after learning about them, I ordered that they be sent back to the manufacturers. This aroused a further backlash assault. And the matter was complicated by the fact that the Mayor of St. Paul, who was up for reelection at that time, decided to keep his AR-15 rifles. But we sent ours back and acquired as replacement weapons less inflammatory to minority sensitivities.

There is a further experience I wish to relate. After the assassination of Martin Luther King, Jr., there was organized a citizens patrol to work in areas in which there might be trouble. The patrol was made up of young men from our black community who raised black flags on their car antennas, as a symbol of mourning and identification to the police that they were members of the patrol.

Now our police are of two minds about an activity of this kind. Some police are strongly opposed to the patrol and would like to see it disbanded and their feelings were intensified when some patrol members appeared to be engaging in reckless conduct. Others see in the patrol a potential for improved police-community relations.

The public response to the black patrol was mostly critical and negative. But rather than to disband it, we reorganized it and it is now operating in a more acceptable manner. It remains, however, a controversial activity.

I mention these matters because I believe they illustrate the kind of confrontation that mayors are facing and will continue to face throughout our country. I do not know whether I have made the correct decisions, but I do believe that I have followed the right course in welcoming the confrontation and, in a sense, going out to meet it.

Our second disturbance in 1967 came in late July, a short while before the Detroit riot, which precipitated the summoning in August of the emergency Urban Coalition convocation in Washington. Because of the concern caused by our disturbance 40 of our leaders in commerce, civil rights, education, religion and government accompanied me to Washington, and they came back resolved to organize a local coalition.

I have come to recognize that, when citizens with grievances march on City Hall, apart from the publicity, not much is accomplished, and that's because City Hall is not where the power is! The power in a community is in the top leadership that should be part of the Urban Coalition.

What I seek to assert here is, if we are going to win our race with time, we will win it with the awakening of the forces that can do something about the problems. I see the emergence of the Urban Coalition and the National Alliance of Businessmen as a signal that our business leaders are awakening. Together with other leaders, the business leaders in my city have developed a vast learning forum, and, in the process we are discovering, in many cases for the first time, other parts of the community to which we have been oblivious.

It is important, I believe, that all of our leaders feel the hot wrath of young Negro militants. Until now the wrath has been vented exclusively on City Hall. The deep forces that underlie today's revolutionary winds need to be studied and understood by those who have enjoyed the privilege of leading industry and commerce and our professions and our educational institutions.

In Minneapolis, our Urban Coalition Board is made up of 80 members--establishment leaders from all aspects of community life, leaders in government and education, and representatives from the poverty areas. The members range from the most militant to those most committed to the status quo.

To launch the Coalition, 14 business firms each contributed $1,000, and two of the most knowledgeable staff persons were engaged to set about developing the organizational structure.

I might interject here that it is always dismaying to me to hear great leaders of industry reveal their abysmal lack of familiarity with social conditions or social programs. I have discovered, for example, that even though we have had a Social Security Act in this nation for thirty-five years, many of the great men of industry--men who have helped carpet America from wall to wall and who have given us our automobiles and all the rest of our fancy gadgets--actually do not know that AFDC stands for Aiding Families with Dependent Children. Now, perhaps, thanks to the Urban Coalition, some of these leaders are becoming aware of some of our problems, and this could mean that some necessary things might finally begin to happen in America.

The Urban Coalition of Minneapolis is indispensable in our efforts to meet our problems. It is serving as the central agency for attention to our urgent social concerns. It is no longer possible in Minneapolis for the buck to slide from city government to another level of government or from the government to the amorphous community where there is no one to assume responsibility.

This is illustrated by the confrontation that we had after the assassination of Martin Luther King. A group speaking for the black community laid down 14 demands that ranged the gamut from increased job opportunities through ending the war in Vietnam. They took these demands to the Urban Coalition, not to City Hall, in recognition that the Urban Coalition provides a more promising channel of communication for the handling of our problems.

Also, the Coalition is making available resources for specific and urgent activities that would otherwise be delayed too long to be effective. In this it is receiving the cooperation of local foundations, and I should like to urge all of you who work with foundations to be responsive to such appeals for help.

We should not have to wait for a crisis before responding to a call for help. There already have been a number of instances in Minneapolis where individual firms have financially supported activities that would otherwise have collapsed.

There is another way in which the Coalition is bringing new and important strength to our community, and that is by providing manpower. Business has been indispensable in helping us to find quickly the people that we need to give organizational and leadership impetus to major projects we undertake.

And, finally, our Urban Coalition offers a satisfying form of involvement. This is something beyond communication; it involves intense personal participation. There is an enormous ferment in the world today. People are deeply concerned. They want to be involved. It is hard to call upon them through government where we simply do not have the resources. But a well-organized Urban Coalition can reach and involve every segment of the community. It can even rouse our church groups to reach out on a one-to-one basis, to find and to help people as individuals. So much of what we have previously done has been on an institutionalized basis, lacking the personalized human touch.

Somebody on the panel today talked about the difficulty of wading through the labyrinth at City Hall to get a redress of grievances. The truth is that power is fragmented. A single agency almost always lacks the authority to develop a comprehensive program. Maybe, just maybe, with the emergence of the Urban Coalition we may begin to get the necessary response. At long last there may now be the prospect of mobilizing our enormously rich community resources.

With John Gardner's leadership and with the leadership of others at the national level, it is possible that we will be able to gain a new response from Congress. We need to begin with the adoption of a national program that will provide a flow of income to poor people, a program that will train, educate and employ those who are currently outside of our society, that will finally demolish the barriers that separate white and black.

Let me conclude by saying that in the race to save our cities, we can follow one of three routes. The first is the one we have been following. It is the route of half measures, paying attention only when there is a riot or protest. In the current issue of The Public Interest, Aaron Wildavsky describes this approach as a "certain recipe for violence." Along this route we first build expectations; then, if the going gets a little tough, Congress cuts the appropriation and the expectations are dashed, producing further frustration and disappointment.

The second route is even more ominous. This is the course that many voices are clamoring for today. Under the banner of Law and Order they want us to meet the threat of protest with vigorous counterforce; they want us to react to the revolutionary ferment in the classical counter-revolutionary fashion. They urge an armed America in which both sides will meet at the barricades, with the police armed with the ugliest weapons we can find. This is what many voices are calling for in this nation. To me, it is the path towards total defeat, the course that eventually but certainly leads to the police state, for the next step is to try to silence people in order to prevent demonstrations.

The third route, the only route, is the building of bridges between the two Americas, helping people financially who are impoverished, undertaking massive programs for jobs, for training, for housing, for better social services. Many individuals and groups have urged the programs we need, and these programs can come only through governmental action. Thus, the solution of America's problems must come through politics, through a concerned Congress, through state legislatures that are roused to their responsibilities, and by the building of a million bridges between the two Americas.

The one ray of optimism is that American businessmen are showing signs of an awakening, and, with the help of the foundations of America, that awakening may lead to the action we need. Hopefully in our time we will win the race to save our cities.

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# THE FOUNDATION IN THE YEAR 2000

Alan Pifer, President,
Carnegie Corporation of New York

In accepting your program committee's assignment to talk about the foundation in the year 2000 I come before you, I must admit, with a sinking feeling of foolhardiness. I doubt seriously that I am better endowed with Delphic powers than anyone else in this room; and the difficulty of predicting what may happen next year, let alone by the end of the century, is all too obvious.

Furthermore, I feel a slight uneasiness at the thought of making one more contribution to the subject of predictions for the year 2000. Concern with this forthcoming millenial year has become something of an intellectual infatuation, and what is a matter for serious attention is in danger of being thereby discredited. So much for caveats.

How remote, really, is the year 2000? Not so far off when one realizes that three out of four people presently alive in this country will be here to celebrate that special New Year's eve. And not so remote either when we look backwards an equal span of 32 years to May 17, 1936. Indeed, to many of us that seems only yesterday.

On that day--it was a Sunday--Shirley Temple was playing in "Captain January" at RKO Theaters; the New York Yankees, with a lineup that included Lazzeri, DiMaggio, Gehrig, and Dickey, were playing Cleveland. Brooks Atkinson and Bosley Crowther had drama and film reviews in the New York Times and they've only just retired; the Italians had just completed their conquest of Ethiopia; the zeppelin Hindenberg had just departed from the Rhein-Main airport in its second flight to Lakehurst, New Jersey. Like the years 1968 and 2000, it was leap year, Olympic year, and election year, only the names and places in the news were Berlin rather than Mexico City, and Landon and Roosevelt, rather than Nixon, Rockefeller, Humphrey, McCarthy et al.

Finally, the students at City College in New York were holding a mock trial of Dr. Robinson, their college president, for having hit a student with his umbrella during a student demonstration designed to induce the college to abolish its ROTC unit. Today the students simply hold the trustees, presidents, and deans prisoner until their demands are met. Clearly this is one area of our national life in which efficiency has increased. My first prediction for the year 2000 is that in that year there will be demonstrations going on on our campuses led by militant youngsters whose badge of defiance to the corrupt and conservative world of their elders (the present student generation) will be crew cuts and clean shaven chins.

Yes, 1936 was only yesterday, but how many people then could have depicted the world of 1968? In that span of years we have witnessed the coming of the second World War, the founding of the United Nations, the Cold War, the advent of communism in China, the end of Colonialism, the revolution of men of color in Asia, Africa and the United States, nuclear bombs, the space race, urbanization and the decline of our great cities, unprecedented economic growth in the industrialized nations; the fantastic expansion of higher education in the U.S., the centrality of television, air travel and the computer. All of these developments could almost certainly have been foreseen by someone 32 years ago. But their relationships to each other, their configuration in forming the immensely complex world of 1968 would, I believe, have defied even the greatest minds of that day.

It would seem to follow from this that no group today, even one of the brilliance of that assembled by the American Academy of Arts and Sciences in its Commission on the Year 2000, can hope to give us a rounded view of life at the end of the century.

It would also follow that no one can predict precisely what the foundations will be like in the year 2000, because, presumably, they will be intimately involved in the great events and social and technological innovations that will take place between now and then and will reflect the prevailing character of those fin de siecle times when they come. But I wonder.

It is customary in American life to talk about "the foundations" as if they were a collection of comparable institutions, whereas in reality they have little in common except their designation (and not always even that), their tax-exemption, and the animus of Mr. Patman. In actual fact foundations don't even have a separate legal identity, being simply part of the varied assortment of more than 100,000 organizations which enjoy tax-exempt status under the provisions of section 501 (C) (3) of the Internal Revenue Code.

Certainly all foundations don't belong to the Council on Foundations, nor are all of them even listed in the Foundation Directory. Their assets vary from two dollars--this is literally true--to $3.58 billion, and only 26 have assets of over $100 million. Probably less than 500 of the present 20,000 foundations are professionally managed. The vast majority of foundations today still reflect rather strongly the personal interests of their donors, and they therefore vary enormously in their purposes and programs and in the way they are managed.

Nevertheless, whether we in the foundations like it or not, every one else in American life believes there is, and always has been, a homogeneous entity known as the "foundation field," in which the members take collective responsibility for each other's actions. We are not going to change that view, so let's have a look at what the field was in 1936, and is today and then extrapolate the dimensions of it to the year 2000. Admittedly, this is a somewhat simple-minded exercise. But it is also a revealing one.

There were, in 1936, about 300 foundations, making total annual grants of approximately $35 million. The average annual expenditure for foundations in that year was, therefore, $117,000.

By 1967 there were 20,000 foundations, a 70 fold increase. But the average annual grant-making per foundation had declined to $65,000, during a period when the value of the dollar had also declined enormously.

Extrapolating these figures to the year 2000, there will by then be 1,400,000 foundations, with total grants of $48 billion. But the average annual grant-making per foundation will have declined even further to $34,000. Heaven knows what the dollar will be worth then.

Averages and the extrapolation of growth rates can, of course, be very deceptive. Nevertheless, the picture which emerges is one of a field which has experienced a vast proliferation of its membership with a concomitant decline in average resources. And if this proliferation continues at the same rate for the next 32 years, we could be in the ludicrous position of having nearly a million and a half foundations.

How nice, of course, when turning down an eager petitioner to be able to tell him that he has more than a million chances to get his grant somewhere else!

A far more realistic projection, of course, can be obtained simply by taking the figure for the present annual establishment of new foundations, which is 2000, multiplying that by 32 and adding this to the present base of 20,000 foundations. By that conservative calculation there will be 84,000 foundations by the year 2000.

Looking into the future, we must ask ourselves whether such a degree of proliferation, 20,000, now, growing to 84,000, or some far more astronomical number, by the end of the century, is in the public interest. Is it to the public's advantage that this social institution be permitted to go on multiplying indefinitely?

And, we must ask, is this proliferation in the interests of the existing foundations? Are we satisfied that the privilege of the foundation device is in every case being used for legitimate, charitable purposes? Are we satisfied that each of the new foundations is being well-managed? Given the rate of growth can we even hope to know anything about the newcomers?

It is my guess that these questions will trouble us more and more and that long before the end of the century, perhaps fairly soon, the established foundations will find themselves obliged to consider how to put a brake on further indiscriminate expansion of the field and how to bring better order into it. How these purposes can be accomplished will be a matter for our most careful thought. One would hope they could be done through voluntary action by foundations themselves. Such a course would be in our best interests.

But if the job of limiting and defining the field cannot be accomplished on a voluntary basis, and turns out to require some kind of formal action, I have been giving some thought, which I must emphasize is still only preliminary and tentative, to the following notion.

The basic problem, aside from proliferating numbers, it seems to me, is that the donor foundation field includes several quite distinct types of organizations having differing responsibilities. I have been wondering therefore whether everyone might not find helpful a legal subdivision of the field into two or more distinct categories. As a starter, there might, for example, be subdivisions called private family charities and independent foundations. The former could be of any size, could operate with comparative confidentiality except for filing their annual 990 A's, and could, if they chose, have no one but members of the family as trustees, and could have little or no diversification of their investments. They would, however, by statute, have to be dissolved within a stated period - say ten years-of the donor's death. This type of organization would, therefore, be deemed to be simply an institutionalization of the charitable giving which a man might ordinarily do in his own lifetime, directly out of his own pocket. It would not, once the division had taken place, be considered part of the foundation "field" as such.

The second type, the independent foundation, would be required by statute to have a specified minimum capitalization and would be required to have a majority of the trustees selected from outside the donor's family and also be persons who had not been in his direct employment within a specified period. In addition to the 990 A, this type of foundation would be required to publish an annual report listing its investments, its grants and its administrative expenses. It would be required to limit its investment in a single holding to a specified minimum - say 20 per cent - of the stock of that company. Lastly it would be expected, although this could not very well be required by law, to be professionally administered. In exchange for these restraints, it would be permitted to exist in perpetuity and would be given considerable freedom in its program and management.

In the private family charity the paramount interest of the donor would be clearly recognized, and his control over its affairs would be assumed. The number of these family charities would probably be very large. Though not part of the foundation field as such, they would nevertheless occupy an honored place in the total picture of private philanthropy.

In the independent foundation the proper interest of the public would be clearly recognized. It would be a fully private, self-governing institution, but the trustees would in a broad sense be responsible to the public, and they would function under public scrutiny. The foundation's primary relationship would, therefore, be to the public and not to the donor.

One would hope that the number of these independent foundations would be reasonably small. If the minimum capitalization were set at $5 million, there would presently be 411 of them. If it were set at $1 million there would be 1051. I am not prepared to suggest a specific figure, but the objective would be to have them large enough in their annual grant-making to enable them to have an impact on the major problems of American society, either at the national or the local level. A smaller number would, of course, also facilitate communication and the development of a sense of identity in this group that would now constitute the foundation field.

Community foundations, it seems clear, would, under this scheme, simply be classed as independent foundations. But where company foundations would fall is a more difficult question. I suspect they might have to be defined as a separate, third category. They might for an initial period of years after their establishment be treated more like private family charities but thereafter be expected to conform to the regulations governing independent foundations.

One might hope that the trustees of a private family charity, when the time came for the dissolution of this institution, would donate its capital to an existing independent foundation, especially to one of the community variety. If they did this they could preserve the charity's name as a separate fund within the foundation. The trustees would, of course, have two other options. They could wind up the charity by disposing of its endowment in grants, or, if the assets were large enough, they could turn it into a new independent foundation.

Action such as this, it seems to me, on the basis of the very preliminary thought I have been able to give it, might be a major start in getting the foundation house in better order. But in itself it would not solve the number one problem facing all foundations, large and small, as we head into the final third of the century - how to remain, indeed how to become, an effective force in our national life and in the world. This is a challenge, as we all know, which has been immensely intensified by the burgeoning role of government in the support of education, medicine, social welfare and other important areas where foundation funds have traditionally played an important role.

A moment ago I said I wondered whether foundations in the year 2000 really will be so much a product of those hard-to-predict times that present speculation about what they will be like then is futile. The great myth about foundations today is that they are firmly ensconced on the leading edge of social change managed by farsighted trustees and staff who make brilliantly daring decisions about the disposition of the funds over which they have stewardship. In this myth these funds are, of course, known as "seed corn" and "venture capital", thereby associating the foundation vicariously with two of the noblest traditions in American life, the agrarian and the entrepreneurial.

But, as most people in this room are well aware, foundations in fact have a highly restricted capacity to influence social change. This is so because in most cases the funds at their disposal are too small to have sufficient leverage and because the very nature of fiduciary management and spending of trust funds makes for cautiousness. Furthermore, foundations may sense that the public is uneasy about having them play too influential a role in determining where the society is headed, and this awareness is inhibiting to them.

When I talk about foundations influencing social change I am not necessarily, of course, referring to manning the barricades of activist social movements of the left or the right as they happen to exist at a given time. Few people would insist that being in the vanguard of such movements is a foundation's essential business. What I am referring to is the foundation's role vis-a-vis the great forces which develop from time to time in human history - scientific, technological, social, cultural and philosophical - which affect the destinies of whole societies. And I am suggesting that, with the built-in constraints which foundations suffer, especially the constraint of having negligible funds in this day of skyrocketing costs, the notion that they *should* in some miraculous way be able to affect social change of this magnitude, even if they are brilliantly daring, is perhaps naive.

The great determinants of social change, as enumerated by the Commission on the Year 2000, are major technological innovations, for example, the computer; the diffusion of existing goods and privileges in a society (what the few have today, the many will demand tomorrow); major structural developments in the political system or the economy, for example the shift of the primary source of innovation from the industrial corporation to intellectual institutions such as the university and the research institute; and finally the relationship of the United States to the rest of the world.

These are large forces affecting millions, even billions, of people. It would be ridiculous to think that the general run of foundations can, of themselves, in some autonomous fashion, be the generators of such forces. They can, however, *recognize* the forces of change at an early stage; they can back brilliant individuals with original ideas; and they can put money into projects which in the light of currently operating forces for social change have great potential for human betterment.

The challenge therefore, for the great majority of foundations, is not really whether they can be the leaders of social change in the balance of this century but whether, given their limitations, they can make a respectable contribution to it. Will they find it possible to keep in step with the vast changes which will inevitably take place between now and the end of the century or will they be left far behind? Will they in the year 2000 be the one recognizable feature on the landscape to a Rip Van Winkle?

If these questions disturb us, if we would like to see the business to which we are devoting our talents and our energies become more central rather than more marginal in American life, as the century wears on, then we must be prepared to take a hard, objective look at the foundation field in its entirety and ask how, despite the constraints it suffers, it could be made more effective.

Let me make a few suggestions - not because I have any special qualification other than fifteen years' service to one foundation and a strong devotion to the field - but simply to stimulate your thoughts. First, there is a need to define what the foundation field is, to give it a sense of identity and to limit its present uncontrolled expansion. I have talked about this already and suggested ways this might be done.

Secondly, we must ask ourselves seriously whether we are not all of us to some degree victims of the unusual freedom which we enjoy. Has this, perhaps, made us a bit complacent, a bit comfortable in our traditional ways of doing things, a bit resistant to change? Some observers think so.

Thirdly, we must ask whether we are making a conscious effort to attract to our staffs men and women who are equipped, psychologically and intellectually, to keep in step with these fast-moving times. Do we have working in the foundation field the variety and caliber of people we must have?

Next, given the financial limitations of most foundations, we must seek every means to get the maximum horsepower out of the field collectively. If foundations were subject to the discipline of the market place, we would by now have seen far more mergers among them than are presently evidenced in some of the community foundations. We must hope there will be many new mergers, especially in some of our trouble ridden great cities, many of which lack any foundation of substantial size.

Where merger is not possible, it is to be hoped that foundations can overcome their demonstrated natural tendency to a go-it-alone, separatist, philosophy and either in some cases join forces in a common, pooled administration or in others develop close working relationships which will lead to shared participation in programs and projects. It seems to me there are considerable unexploited possibilities in this second area especially and the difficulties not as great as may be imagined.

A means of enhancing the effectiveness of some individual foundations may be for them to change their functions. They might, for example, get out of the grant-making business entirely and turn themselves into research institutes, or organizations to initiate and carry out appraisals of important aspects of the society, governmental or private. It is quite conceivable that a foundation with, say, a million dollars a year to spend could be a more important and useful social organism by spending its entire income on high-quality research staff rather than in grant making. Some of the public service kinds of research presently done at universities might be better handled this way, as might some kinds of research needed by government, with additional funds from that source provided on a contract basis.

A second possibility for some foundations may be to turn themselves into nongovernmental service organizations addressed to important domestic or international problem areas and supported with large-scale government contract funds. In so doing, a foundation would be creating an instrumentality that had a distinct advantage over the usual non-governmental service agency in that its core staff would always be supported by guaranteed income from endowment, thereby giving it greater independence from the sources of its contract funds.

All of these suggestions are aimed at getting greater leverage out of the foundation dollar, so that the field at large, given the special position of freedom it enjoys in this country, and hence its special responsibility, can play a greater role in our national life. The suggestions are not intended to imply greater criticism of the smaller foundations than of the larger ones. Many of the former are doing a fine job at the local level, and a few are operating effectively at the regional and even national levels.

But, what I am saying is that the smaller foundations - of which I count my own as one - face a truly herculean task in attempting to make a contribution of any real significance in American life during the remaining years of this century. If they want to stay in the game, they must make a tremendous effort, be alert, be prepared to be completely flexible in their mode of operation and take maximum advantage of their special freedom. Otherwise their fate will be a steady decline to a point where their function is no more than that of being minor contributors to worthy purposes - always courted by someone for their money but meaningless in the main stream of American life.

Lastly, I would suggest that despite the existence of several excellent organizations concerned with foundations and the study of foundation policies, including the Council on Foundations and the Foundation Library Center, the Russell Sage Foundation and others, there is no mechanism through which objective, informed and systematic criticism is ever addressed to the field. I wonder if we do not need to create such a mechanism - a kind of collective conscience if you will. I have in mind a place that would keep the foundation field under constant review, broadly and all inclusively, which would serve as a locus for philosophical speculation about the field, which would measure the field's responsiveness to society's needs and its effectiveness in helping meet these needs.

Speculating about the history of science and technology and his own education in the light of that history, Henry Adams wrote in 1905:

"The new American - the child of incalculable coal power, chemical power, electric power, and radiating energy, as well as of new forces yet undetermined - must be a sort of God compared with any former creature of nature. At the rate of progress since 1800, every American who lived into the year 2000 would know how to control unlimited power. He would think in complexities unimaginable to an earlier mind. He would deal with problems altogether beyond the range of earlier society. To him the nineteenth century would stand in the same plane with the fourth, equally childlike, and he would only wonder how both of them, knowing so little, and so weak in force, could have done so much."

Regarding my assignment here today, I must confess to a feeling that mine is one of those earlier minds which finds the complexities of the year 2000 largely unimaginable. I haven't therefore, even attempted to portray the world of that time or describe in detail the place of the foundation in it. I have, however, tried to suggest that we can and should take steps now to assure that there will even be foundations then. It would be gratifying to think that our successors of those days, though no doubt regarding us as childlike, ignorant and weak, should nonetheless recognize that we had taken the necessary actions now, however difficult, to make the foundations they inherit an effective and consequential part of American life for the balance of the 20th century.

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COUNCIL ON FOUNDATIONS, INC.

Nineteenth Annual Conference
May 15-17, 1968

## THE MUEHLEBACH -- MEETING ROOM LOCATIONS

| | |
|---|---|
| Ballroom Assembly (Registration Area) | 2nd floor Mezzanine |
| Rooms #3, #4, #5 | " " " |
| Imperial Ballroom | " " " |
| Colonial Ballroom | " " " |
| Grand Ballroom | " " " |
| Rooms #362, #363, #364, #365, | Towers Rooms, 3rd floor |
| Rooms #471 and #473 | " " , 4th floor |
| Lido Room | Baltimore Street Level |
| Burgundy Room | " " " " |
| Trianon (A,B,C,D) | " " " " |
| Tea Room | Off Main Lobby |
| Royal (Exhibition) Hall | " " " |

May be reached by escalators and elevators.

# *Council on Foundations, Inc.*
# *Nineteenth Annual Conference*

MAY 15–17, 1968

## *Program*

THE MUEHLEBACH
CONVENTION CENTER

KANSAS CITY • MISSOURI

# Foreword

*All of us are uncomfortably aware that we live in a time of revolutionary change. The evolving society is beset by problems almost overwhelming in their complexity. Inventive policies and innovative programs are essential to the building of the society of the future. These realizations became the framework within which your Program Committee planned the Council's Nineteenth Annual Conference.*

*Realizing that no single Conference could possibly address itself to a comprehensive examination of all the problems of our time, we have attempted to identify areas of major significance and concern to foundation officers and trustees. We have been fortunate in enlisting well-informed, competent speakers and discussion leaders to guide our examination of the selected areas.*

*We believe foundations have a significant role to play in a period of sweeping change. The role, however, requires the players to exercise courage and inventiveness of a high order. In this light the Conference becomes a means to share our experiences, test our concepts, and sharpen our perceptions so that we may serve with greater effectiveness.*

*Of the three essential ingredients for a successful Conference only the first two are within the competence of the Program Committee: a timely program built around a central organizing principle and stimulating speakers and discussion leaders. The final ingredient—receptive conferees ready to engage their minds with fresh and even disturbing concepts—must be added by those in attendance. We suggest to all who will participate that they approach this responsibility in the spirit of the admonition of Charles F. Kettering: "Look to the future, for that is where you will spend the rest of your life."*

ROBERT H. MACRAE, *Chairman*
Program Committee

## Wednesday, May 15

### MORNING

8:30 A.M.–6:00 P.M. REGISTRATION *Mezzanine Assembly*

10:00–12:00 SMALL GROUP DISCUSSIONS AND CONSULTATIONS—

Please refer to your *Assignment Card for Small Group Discussions* for the locations and times of the groups in which you have expressed an interest.

ALL FOUNDATIONS

"Administering the Small Foundation"
"Education"
"Nursing"
"Public Reporting"
"Religion"
"Selecting Applicants and Evaluating Grantee Performance"
"The Aging"
"The Investment Portfolio"
"The Mentally Handicapped"
"The Physically Handicapped"
"The Pros and Cons of Ongoing Support and Innovative Grants"
"War and Peace"

COMPANY FOUNDATIONS

"The Company Foundation—Its Whys, Wherefores, and Future"

COMMUNITY FOUNDATIONS

"Community Relationships Leading to Growth of Capital"
"Organizing the New Community Foundation"

### AFTERNOON

12:30–2:00 OPENING LUNCHEON
*Imperial Ballroom*

CALL TO ORDER AND OPENING REMARKS

KENT H. SMITH, *Chairman of the Board,* Council on Foundations, Inc.

ROBERT H. MACRAE, *Chairman,* 1968 Program Committee, and *Associate Executive Director,* Chicago Community Trust

HOMER C. WADSWORTH, *Local Chairman,* Nineteenth Annual Conference, and *President,* Kansas City Association of Trusts and Foundations

Keynote Speaker: THE HONORABLE JOHN W. GARDNER, *Chairman* and *chief executive officer,* the Urban Coalition, and former Secretary of Health, Education, and Welfare

2:30–5:00 GENERAL SESSION—"Hobgoblins in the American Dream"
*Colonial Ballroom*

Chairman: DAVID R. HUNTER, *Executive Director,* Stern Family Fund, Inc., New York City

Panelists: JACK CONWAY, *Executive Director,* Industrial Union Department, AFL-CIO, Washington, D.C.

PETER C. LABOVITZ, *Director of Urban Affairs,* Arthur D. Little, Inc., Boston, Massachusetts

MISS MARIAN E. WRIGHT, *Director,* Mississippi Program, NAACP Legal Defense and Educational Fund, Inc., Washington, D.C.

### EVENING

6:00 THE CHAIRMAN'S RECEPTION
*Colonial Ballroom*

7:00 DINNER *Imperial Ballroom*

Presiding: PHILIP C. SORENSEN, *Executive Director,* Irwin-Sweeney-Miller Foundation and Cummins Engine Foundation, Columbus, Indiana

Speaker: THE HONORABLE ARTHUR NAFTALIN, *Mayor of Minneapolis*

"Have the Cities Lost the Race with Time?"

## Thursday, May 16

### MORNING

7:30–8:30 BREAKFAST SESSIONS—Continuation of small group discussions and consultations

9:00–10:30 CONCURRENT SESSIONS

"Training for Responsible Citizen Participation" *Trianon Room*

Chairman: S. M. MILLER, *Program Advisor for Social Development,* The Ford Foundation, New York City

Speaker: RONNIE MOORE, *Leadership Development Director,* Scholarship, Education, and Defense Fund for Racial Equality, Inc., New York City

"Open Space for Crowded Living" *Lido Room*

Chairman: JAMES BROWN IV, *Executive Director,* Chicago Community Trust

Speaker: RUSSELL E. TRAIN, *President,* Conservation Foundation, Washington, D.C.

"Privacy and Accumulation of Social Data" *Tea Room*

Chairman: JAMES L. KUNEN, *Executive Vice President,* Eugene and Agnes E. Meyer Foundation, Washington, D.C.

Speaker: ALAN F. WESTIN, *Author, Privacy and Freedom,* and professor, Columbia University Law School

10:30–10:45 COFFEE BREAK *Trianon Foyer*

11:00–12:30 CONCURRENT SESSIONS

"Consumer Action—A New Approach to Poverty" *Trianon Room*

Chairman: MRS. DEBORAH M. COLE, *Executive Director,* Aaron E. Norman Fund, New York City

Panelists: DAVID CAPLOVITZ, *Professor,* Bureau of Applied Social Research, Columbia University

MRS. FLORENCE RICE, *Director,* The Harlem Consumer Education Council, New York City

"Air and Water Pollution: Can We Convert Our Liabilities into Assets?" *Lido Room*

Chairman: GEORGE A. DUDLEY, *Chairman,* New York State Pure Waters Authority, and *Dean,* School of Architecture and Urban Planning, University of California at Los Angeles

Panelists: JAMES M. QUIGLEY, *Vice Pres.,* U.S. Plywood-Champion Papers, Former Commissioner Federal Water Pollution Control Administration

BLAIR T. BOWER, *Associate Director,* Resources for the Future, Washington, D.C.

"Foundations as Suppliers of Risk Capital" *Tea Room*

Chairman: ELLIS L. PHILLIPS, JR., *President,* Ellis L. Phillips Foundation, New York City

Speaker: JOHN SIMON, *President,* Taconic Foundation, Inc., New York City

### AFTERNOON

1:00–5:00 NEW URBAN RESPONSES—
"A 'Happening' for Foundations
Faced with Change" *Exhibition Hall*

Coordinator: **Philip B. Hallen**, *President*, Maurice Falk Medical Fund, Pittsburgh

Four hours of freewheeling activity when there will be no speeches, no panelists, and no formal discussions. The Exhibition Hall will be set in the style of a fair through which delegates can move at their own pace, talking with each other as well as experts, viewing exhibits, and attending the showing of films in adjoining rooms. A box luncheon will be provided and beverages will be available throughout the afternoon.

Included in the fair will be a dozen or more staffed exhibits of new and different public and voluntary programs aimed at dealing with local urban problems. Among these will be:

*Community Mental Health Centers*
New approaches to treatment of mental illness

*The Great High Schools Program of Pittsburgh*
An architectural presentation of five new urban high schools

*Freedom House Enterprise, Inc.*
A community corporation operating an ambulance program

*The City of Baltimore Housing Court*
A clinic aiding mutual understanding by ghetto landlords and tenants

*Office of Economic Opportunity*
Neighborhood health centers

*Lincoln Hospital Storefront Service Center*
New techniques of engagement with the poor in the southeast Bronx

*Encounter, Inc.*
Young addicts' own rehabilitation program

*Michigan State University Police Training Program*
New approaches to preparing police for urban problems

Among films to be shown will be:

*Hey, What About Us?*
WGBH Boston's excellent production about "left-out" youth.

*Phyllis and Terry*
Two adolescent girls face problems of growing up in the ghetto

*Bold New Approach*
The community mental health center concept seen through the eyes of a psychiatrist and architect

*A Conversation with Philip Johnson*
A famous architect comments on and illustrates the urban scene

*Children at Play*
New York City's experiments with new types of playgrounds

*Titicut Follies*
A controversial film about life in a state hospital for the criminally insane.

### EVENING

6:00 RECEPTION *Colonial Ballroom*
Directors of the Kansas City Association of Trusts and Foundations, hosts

7:00 BUFFET DINNER *Imperial Ballroom*

8:30 AN EVENING OF ENTERTAINMENT
Presentation of Edmond Rostand's *Cyrano de Bergerac* at the University Playhouse, University of Missouri at Kansas City

## Friday, May 17

### MORNING

8:00–9:30 BREAKFAST *Grand Ballroom*
Annual Meeting of the Council
(all conferees invited)

10:00–12:00 CONCURRENT SESSIONS

"The Arts" *Lido Room*

Chairman: Stephen Benedict, Rockefeller Brothers Fund, New York City

Panelists: Robert Macbeth, *Founder,* New Lafayette Theater and Workshop, New York City

Francis S. Mason, Jr., *President,* Experiments in Art and Technology, New York City

George M. Irwin, *President,* Quincy Foundation, and *Chairman of the Board,* Associated Councils of the Arts

"Youth" *Trianon Room*

Chairman: Kenneth B. Clark, *Professor of psychology,* City University of New York, and *President,* Metropolitan Applied Research Center, New York City

Panelists: Kenneth Keniston, *Assistant professor of psychology,* Yale University School of Medicine

Dr. Robert Coles, *Research psychiatrist* to the University Health Services, Harvard University

"Foundations and Medical Care—A Case Study of a Community Effort" *Tea Room*

Chairman: Homer C. Wadsworth, *President,* Kansas City Association of Trusts and Foundations

Panelists: Nathan Stark, *President,* Kansas City General Hospital and Medical Center

Dr. Richardson K. Noback, *Executive Director,* Kansas City General Hospital and Medical Center

Alexander Bacci, *Partner,* Schmidt, Garden, and Erikson, Chicago

Albert P. Mauro, *Senior Research Associate,* Institute for Community Studies, Kansas City

"Foundations as Team Members" *Towers 364*

Chairman: Robert L. Sutherland, *Director,* Hogg Foundation for Mental Health, Austin, Texas

Panelists: James A. (Dolph) Norton, *President,* Greater Cleveland Associated Foundation

Philip B. Hallen, *President,* Maurice Falk Medical Fund, Pittsburgh

Charles E. Curran, *Vice President,* Kansas City Association of Trusts and Foundations

## AFTERNOON

12:30–2:00 LUNCHEON *Grand Ballroom*

Presiding: George N. Shuster, Notre Dame University, South Bend, Indiana

Speaker: Alan Pifer, *President,* Carnegie Corporation of New York

"The Foundation in the Year 2000"

3:00 POST-CONFERENCE TOUR OF KANSAS CITY, INCLUDING

The William Rockhill Nelson Gallery of Art
The Harry S Truman Library

## *The Host Foundations*

The Kansas City Association of Trusts and Foundations is delighted to welcome delegates to the Nineteenth Annual Conference of the Council on Foundations.

On Thursday evening, the Association will be your host at a reception. Following this reception and a buffet dinner, delegates are invited to a performance of *Cyrano de Bergerac* at the University Playhouse on the campus of the University of Missouri at Kansas City. Transportation will be provided for those wishing to attend. For those interested in Kansas City jazz, a list of local jazz haunts will be available that evening. A post-conference tour of Kansas City will feature stops at the William Rockhill Nelson Gallery of Art, housing one of the most significant Chinese art collections in the country, and the memorabilia-filled Truman Library.

* * *

Board of Directors of the Kansas City Association of Trusts and Foundations: Taylor S. Abernathy, Chairman; Elmer F. Pierson, Vice Chairman; Donald J. Hall, Secretary; Barret S. Heddens, Jr., Treasurer; Edward M. Cox, Bert L. Hupp, Arthur Mag, Byron T. Shutz, Homer C. Wadsworth, Louis L. Ward.

Staff Officers: Homer C. Wadsworth, President; Charles E. Curran, Vice President; Robert B. Fizzell, Jr., Assistant Secretary.

## *Program Committee 1968*

Robert H. MacRae, *Chairman*
Mrs. Deborah M. Cole
Mrs. Jane Lee J. Eddy
Philip B. Hallen
James L. Kunen
Stewart R. Mott
Frederick H. Osborn, Jr.
Sidney N. Repplier
Homer C. Wadsworth
David C. Webb
Marshall F. Wells
R. C. Wieboldt, Jr.
Kent H. Smith, *ex officio*
Mrs. Wilmer Shields Rich, *Consultant*
Miss Edith Ann Ardissone, *Conference Assistant*

## *Previous Annual Conferences*

Organization meeting, April 20, 1949, New York City

| | | | |
|---|---|---|---|
| 1950 | Chicago | 1959 | San Francisco |
| 1951 | Cleveland | 1960 | Hartford |
| 1952 | Boston | 1961 | Saint Paul |
| 1953 | Cleveland | 1962 | Philadelphia |
| 1954 | Buffalo | 1963 | Cleveland |
| 1955 | Spartanburg | 1964 | Chicago |
| 1956 | Pittsburgh | 1965 | Pittsburgh |
| 1957 | Atlantic City | 1966 | Denver |
| 1958 | Highland Park | 1967 | Boston |

## *Future Conference Sites*

New Orleans, April 9–11, 1969
San Francisco, May 27–29, 1970
Montreal, May 19–21, 1971

# *Council on Foundations, Inc.*

*Established 1949*

## DIRECTORS

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Cleveland, Ohio
**Stanton Belfour**, *Vice Chairman*
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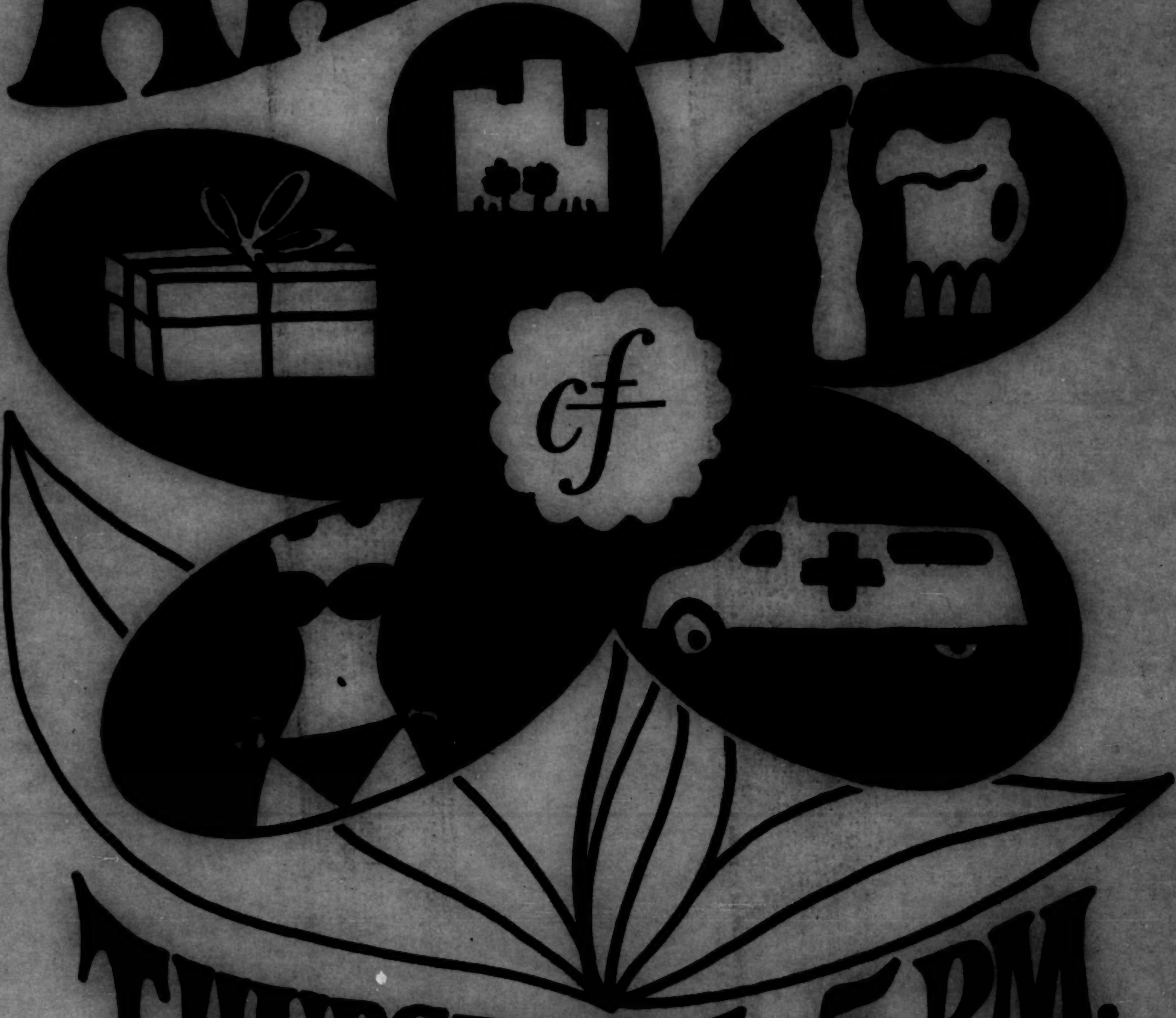
**David F. Freeman**, *President*
**Wilmer Shields Rich**, *Consultant*

393 Seventh Avenue, New York, N.Y. 10001
Room 2007 Telephone 212 736-6350

# A HAPPENING



## THURSDAY, 1–5 P.M.

BOX LUNCHES · REFRESHMENTS · FILM FESTIVALS · COMMUNITY PROJECTS · CITY PLANNING

# Instructions on How to Use the Happening

by

Philip B. Hallen

These exhibits and people are drawn from an exciting variety of new programs taking place in our cities. The striking fact is that not one of the exhibits is more than three or four years old, hence our title "New Urban Responses." The exhibits represent a much larger group of new action approaches than we are able to present this afternoon.

We felt it important to demonstrate that concepts and theories can be matched by action of the kind on display today. Hopefully, a few moments of conversation with representatives of the programs will infect you with a sense of excitement and change.

Meanwhile, the films complement and encourage the mood of the exhibits. They create a broader notion of the urban scene than is possible through the photographs, models and conversations. And they show what good film making can contribute to social change, particularly in cooperation with concerned foundations.

Finally, the whole Happening hopefully provides a backdrop for the thoughts of our very impressive group of speakers, each chosen because he knows what must be done and perhaps even how that is to be accomplished.

| EXHIBITS | STAFFED BY |
|---|---|
| BLACK AND BEAUTIFUL<br>A photographic exhibit by Roy Lewis, Chicago | ROY LEWIS |
| ENCOUNTER, INC., New York City<br>Young addicts develop their own center and program of rehabilitation | DOMINIC RICCIO and MARGARET NICHOLS |
| FREEDOM HOUSE ENTERPRISE, INC., Pittsburgh<br>A community corporation engaged in establishing a commercial ambulance company | GERALD ESPOSITO, Director of Ambulance Program<br>JOHN CONLEY, Board Member<br>HAROLD HOLLAND, Trainee<br>THOMAS CLOWNEY, Trainee |
| LEMBERG CENTER FOR THE STUDY OF VIOLENCE, Brandeis University, Waltham, Mass. | DR. RALPH W. CONANT, Associate Director |
| LINCOLN HOSPITAL MENTAL HEALTH SERVICES, Bronx, New York<br>A strategy of approach to comprehensive mental health care in deprived urban neighborhoods | SALLY LINDOVER JACOBSON, MARIA DE RIVA, and RICHARD WEEKS |
| PITTSBURGH'S GREAT HIGH SCHOOLS<br>An architectural presentation of five new urban high schools | CLARENCE KLAUS and ROBERT W. PEEBLES, Pittsburgh Board of Public Education |
| REGIONAL MEDICAL PROGRAMS, Bethesda, Md.<br>Heart, cancer and stroke | FRANK KAREL III, National Institutes of Health |
| SCHOOL OF POLICE ADMINISTRATION, Michigan State University, East Lansing<br>New approaches to preparing police for urban problems | RALPH F. TURNER, Professor |
| SOCIALLY MOTIVATED HOUSING, Richmond, California | ALAN S. MAREMONT, San Francisco Bay Area Director, Kate Maremont Foundation |

| EXHIBITS (Contd.) | STAFFED BY |
|---|---|
| STUDENT HEALTH ORGANIZATION<br>A national movement by medical students toward community involvement | LEWIS ROSENBAUM, CHUCK COWAN, and NOEL SOLOMONS |
| THE COMMUNITY MENTAL HEALTH CENTER, Chevy Chase, Md.<br>No Two Alike | CORYL LA RUE JONES, FRIEDNER WITTMAN and RICHARD WAKEFIELD |
| URBAN AMERICA, INC., Washington, D.C.<br>A kiosk full of urban sights and sounds | WILLIAM L. SLAYTON, Executive Vice President |
| U.S. NATIONAL STUDENT ASSOCIATION, Washington, D.C.<br>Drug education programs for urban and rural campuses | DANIEL McINTOSH, Vice President International Community Affairs<br>CHARLES HOLLANDER, Director Drug Studies |
| YOUTH ORGANIZATIONS UNITED, Washington, D.C.<br>A federation of youth owned community corporations | FRANK FERGUSON, Consultant<br>C. M. LEWIS, Consultant |
| OPEN SPACE IN CITIES | Photographs of Paley's Vest Pocket Park, New York City -- courtesy of the CBS Foundation, New York City<br>"Man on the Street" and pamphlets on the playground revolution -- courtesy of Park Association of New York, Inc. |
| OFFICE OF ECONOMIC OPPORTUNITY | COMMUNITY ACTION PROGRAM<br>Wayne Thomas, CAP Administrator North Central Region and Staff<br>JOB CORPS<br>ALEXANDER HADDON, Chief Program Development and Staff<br>VISTA<br>DR. CLAIRE LIPSMAN, Vocational Services Specialist Volunteer Information Service and Staff |

## LIST OF FILMS

TEN WEEKS ONE SUMMER
Report of the Cleveland Summer Arts Festival

ONE DIMENSION, TWO DIMENSION, THREE DIMENSION, FOUR
An historical view of development of cities from the Department of Housing Urban Development, Washington, D.C.

IS ANYBODY LISTENING? (WQED, Pittsburgh)
A presentation of the problems facing landlords and tenants in areas of decaying housing

PHYLLIS AND TERRY (Yeshiva University, New York City)
Two adolescent girls face problems of growing up in the ghetto

LDS 25 (Made available through the San Francisco Foundation)
A San Francisco film project on this drug

THE POT HEADS IN LET'S GET NICE
A PARK CALLED FORSYTH
THE THIEF
I LOVE YOU I THINK (The Children's Cultural Foundation, New York City)
The script writing, directing, camera work and editing of this quartet of short films has been done by young people ages 13-19 in their own neighborhoods in New York City's Harlem and Lower East Side

NO HANDOUTS FOR MRS. HEDGEPETH (North Carolina Fund)
A new look at welfare programs and recipients

HEY, WHAT ABOUT US?
WGBH Boston's production about "left-out" youth

A CONVERSATION WITH PHILIP JOHNSON (CBS-TV, New York City)
A famous architect comments on and illustrates the urban scene

THE JUNGLE (Brooks Foundation, Santa Barbara, California)
Why elaborate?

RIFF 65 (New York University)
Impressionistic film dealing with the psychology of a young Negro boy in Harlem

CHILDREN AT PLAY (NBC-TV, New York City)
New York City's experiments with new types of playgrounds

TITICUT FOLLIES (Grove Press, New York City)
A controversial film about life in a state hospital for the criminally insane

## SCHEDULE OF FILMS

| LIDO ROOM | | TEA ROOM | | BURGUNDY ROOM | | TRIANON ROOM | |
|---|---|---|---|---|---|---|---|
| 1:00 pm | TEN WEEKS ONE SUMMER<br>15 min. | 1:30 pm | LSD 25<br>27 min. | 2:00 pm | HEY, WHAT ABOUT US?<br>60 min. | 2:00 pm | RIFF 65<br>12 min. |
| 1:15 pm | ONE DIMENSION, TWO DIMENSION, THREE DIMENSION, FOUR<br>30 min. | 2:00 pm | Intermission | 3:00 pm | Intermission | 2:15 pm | CHILDREN AT PLAY<br>26 min. |
| 1:45 pm | Intermission | 2:30 pm | NO HANDOUTS FOR MRS. HEDGEPETH<br>27 min. | 3:15 pm | A CONVERSATION WITH PHILIP JOHNSON<br>25 min. | 2:45 pm | Intermission |
| 2:15 pm | IS ANYBODY LISTENING?<br>60 min. | 3:00 pm | THE POT HEADS IN LET'S GET NICE<br>A PARK CALLED FORSYTH<br>THE THIEF<br>I LOVE YOU I THINK<br>35 min. | 3:45 pm | THE JUNGLE<br>18 min. | 3:00 pm | TITICUT FOLLIES<br>90 min.<br>(to be repeated at 8:30 pm) |
| 3:15 pm | PHYLLIS AND TERRY<br>36 min. | | | | | | |

MSS
546 SEDFIRE

Discussion Leaders Institute, 1966

Box 23
Folder 6

State Historical Society of Wisconsin

Please Retain Original Order

Maryland Series

RECEIVED
APR 25 1966
CORE SEDF

NAME ISAAC REYNOLDS

ADDRESS 917 N TONTI

CITY NEW ORLEANS STATE LOUISIANA AGE 32

COMMUNITY PROJECT STATE DIRECTOR-CORE

ARE YOU WILLING TO SERVE AS A DISCUSSION LEADER WHEN WE HOLD WORKSHOPS IN YOUR AREA? /YES/ ✓ /NO/

DESCRIBE THE PROBLEMS THAT YOU FACE WHEN HOLDING GROUP DISCUSSIONS I DOMINATE THE DISCUSSION

I WOULD LIKE TO ATTEND THE DISCUSSION LEADERS' INSTITUTE ON MAY 7-8 IN ALEXANDRIA, VIRGINIA

Signature Isaac Reynolds

RECEIVED
APR 25 1966
CORE SEDF

NAME Michael Robinson

ADDRESS 103 N. Tenth St

CITY Monroe STATE Louisiana AGE 23

COMMUNITY PROJECT Political Education, Housing, Sex Education, Employment

ARE YOU WILLING TO SERVE AS A DISCUSSION LEADER WHEN WE HOLD WORKSHOPS IN YOUR AREA? /YES/ ✓ /NO/

DESCRIBE THE PROBLEMS THAT YOU FACE WHEN HOLDING GROUP DISCUSSIONS

1. Getting everyone to Talk
2. Those who talk to much
3. Leaving personality outside of the meeting.
4. Holding the interest.

I WOULD LIKE TO ATTEND THE DISCUSSION LEADERS' INSTITUTE ON MAY 7-8 IN ALEXANDRIA, VIRGINIA

Signature

RECEIVED
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CORE SEDE

NAME Irene Candy Davis

ADDRESS 515 West Green Street

CITY Tallulah, STATE Louisiana AGE 24

COMMUNITY PROJECT Community Organization

ARE YOU WILLING TO SERVE AS A DISCUSSION LEADER WHEN WE HOLD WORKSHOPS IN YOUR AREA? /YES/ ✓ /NO/

DESCRIBE THE PROBLEMS THAT YOU FACE WHEN HOLDING GROUP DISCUSSIONS The problems that I face when holding a group discussion are trying to stimulate the interest of all persons involved and getting them to participate in the discussion.

I WOULD LIKE TO ATTEND THE DISCUSSION LEADERS' INSTITUTE ON MAY 7-8 IN ALEXANDRIA, VIRGINIA..

Signature I. Candy Davis

RECEIVED
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CORE SEDF

NAME JOHN ZIPPERT

ADDRESS 1520 No. Market St.
Opelousas, Louisiana

CITY STATE AGE

COMMUNITY PROJECT St. Landry Parish

ARE YOU WILLING TO SERVE AS A DISCUSSION LEADER WHEN WE HOLD WORKSHOPS IN YOUR AREA? /YES/ ✓ /NO/

DESCRIBE THE PROBLEMS THAT YOU FACE WHEN HOLDING GROUP DISCUSSIONS Getting people to express themselves freely and challenge the ideas and content of what others say in the discussion. Fearing to break off tangential discussions which may be much more interesting but depart widely from the topic at hand.

I WOULD LIKE TO ATTEND THE DISCUSSION LEADERS' INSTITUTE ON MAY 7-8 IN ALEXANDRIA, VIRGINIA

Signature John Zippert

P.S. Ronny,
I have had training and courses in how to lead discussions previously and I am not sure how much I will get out of this one - but if you think it would be helpful - let me know.

RECEIVED
APR 25 1966
CORE SEDF

NAME Helen Brooks

ADDRESS 44 No Sheffield St.

CITY Hamden STATE Conn. AGE 31

COMMUNITY PROJECT Inadequate public education - de facto school segregation

ARE YOU WILLING TO SERVE AS A DISCUSSION LEADER WHEN WE HOLD WORKSHOPS IN YOUR AREA? /YES/ ✓ /NO/

DESCRIBE THE PROBLEMS THAT YOU FACE WHEN HOLDING GROUP DISCUSSIONS Inability of group to explore a specific idea without injecting personal opinions or experiences

I WOULD LIKE TO ATTEND THE DISCUSSION LEADERS' INSTITUTE ON MAY 7-8 IN ALEXANDRIA, VIRGINIA

Signature Helen Brooks

NAME FRAN CRAYTON

ADDRESS 718 East 9th Street

CITY New York STATE N.Y. AGE 22

COMMUNITY PROJECT CORE

ARE YOU WILLING TO SERVE AS A DISCUSSION LEADER WHEN WE HOLD WORKSHOPS IN YOUR AREA? [✓ /YES/] /NO/

DESCRIBE THE PROBLEMS THAT YOU FACE WHEN HOLDING GROUP DISCUSSIONS 1- Determining when to comment and when not to. In essence the problem I have is determining whether a discussion leader is in actuality a part of the discussion group or just the leader who keeps, [illegible] informal order.

I WOULD LIKE TO ATTEND THE DISCUSSION LEADERS' INSTITUTE ON MAY 7-8 IN ALEXANDRIA, VIRGINIA

Signature Fran Crayton

NAME Carol A Beatty

ADDRESS 268 No. Walnut Street

CITY East Orange, STATE New Jersey AGE 27

COMMUNITY PROJECT COMMUNITY ORGANIZATION
By Essex County CORE

ARE YOU WILLING TO SERVE AS A DISCUSSION LEADER WHEN
WE HOLD WORKSHOPS IN YOUR AREA? /YES/ X /NO/

DESCRIBE THE PROBLEMS THAT YOU FACE WHEN HOLDING GROUP
DISCUSSIONS (1) LACK of INTEREST BY SOME PARTICIPANTS
(2) SOME people TALK TOO MUCH
(3) SOME people NEVER TALK
(4) SOME people TALK ABOUT EVERYTHING
(5) SOME people fear facing A GROUP
(6) Some people fear being challenged.

I WOULD LIKE TO ATTEND THE DISCUSSION LEADERS' INSTITUTE ON MAY 7-8 IN ALEXANDRIA, VIRGINIA

Signature Carol A. Beatty

# Sign Guest Book &

# This—Yellow Pad

NAme - Address - Chapter & local affiliated group

1. Elaine Clyburn, 630 W. Onondaga St., Syracuse CORE
CORE, Catholic Interracial Council,

2 - Sue Rice 1034 Madison St., Syracuse N.Y.
CORE

3- Artie Lee 201 East Raynor Apt Syr. N.Y.

4- Elizabeth A. Page 237 Croly St Apt 4 Syra N.Y.

5- C.C Goldsmith 372 Oakwood av Syracuse N.Y
CORE, Crusade for Opportunity Central Village Organization Neighborhood Board,

6- PRESTON R. Wilcox 2 E 91st ST NY, NY.

7- Helen Brooks 44 No. Sheffield St., Hamden, Conn.

8- Isabel Hawkins 25. Madison, St. Mt. Vernon, N.Y.

9- Cliff. Brown 330 Union Ave Mt Vernon NY

10- Edward Wechsler c/o National CORE Staff.

11- Walter S. Brooks - National Staff

12- MABEL HURST - 1506 CROTONA PK. E. Bx. - BX. CHAPTER - O.A.S.I.S.

13- SOL HERBERT - 18 CHARTER CIRCLE, OSSINING N.Y. - Bx. CORE

14- ROBERT & ALANA GORE, 630 W. 147th St. - Ft. Washington-Manhattanville Reform Democratic Club

15- Eunice Smith 20 Nathalie Ave Amityville N.Y.

16- Carlos J. Marchand Suffolk Cty Voters Club.

Please sign NAME Address & chapter & local affiliated group

SUFFOLK CORE
17- Estelle Cobb 20 Inman St. N. Babylon, N.Y.

18- Dolores H. West 639 Mount Ave N.B.

19- Hank Smith 20 NATHANIE AVE Amityville, L.I., N.Y. Suffolk CORE

20- Paul Jeffries Smarratown N.J.

21- Jesse ~~S~~ Stanton - Morris County, N.J. Core

22- Hermen Robinson Monmouth County core N.J.

23- James Lindsay Monmouth County Core N.J

24- ~~Howard &~~ Maxine Quander Bronx CORE

25- HOWARD QUANDER, 578 E. 168 ST., BX., NATIONAL

26- Ben Swan 38 Roosevelt Terr. Springfield Mass. CORE

27- Yvonne [redacted] Mullen, 200 Well. St., Spfld.

28- William Vanderzee - [redacted] 25 Mapledell St - Springfield Ms.

29- Sandra Dorrington 117 Quincy St. Spfld, Mass.

30- Sandra Roberson 49½ Pine St. Spfld, Mass.
Udella Brown 1129 Dean St Brooklyn N.Y Core
31- Ellen Lurie 180 Cabrini Blvd. NYC (Equal)

32- O. H. LEEDS 30 MONTROSE AVE BKLYN, NY

Please Sign Name-Address & Chapter
local affiliated group

33- Donald Tucker 220 South street Newark. (Newark CORE)

34- Edward Whitener 62 Phillips Rd. SOMERSET N.J. (SOMERSET CORE)

35- Maurice Wood 341 Franklin Blvd. (Somerset core)

36- Ronald Copeland 399 Franklin Blvd. (Somerset CORE)

37- Otis Conway Brooklyn CORE 111-04 204 ST Hollis N.Y.

38- Dorothy Conway Brooklyn CORE 111-04 204 St. St. Albans N.Y.

39- Irwin Quintyne 80 Williams Ave Amityville Suffolk Core

40- Frederick Johnson 468 Riverside Dr. N.Y. N.Y. 10027

41- Faith E. Draughon Box 126 Rising Sun, Md. (Balto. Core)

42- [illegible] 233 Schuler Sts [illegible] Balto CORE

43- John Gee 2321 W. North Avenue M.T.U.

44- Robert R. Jennifer 322 N. Schroeder Street Balto Core

45- James Price 923 Bennett Pl., Balto, Md

46- Ray Ford 322 N. Schroeder St. Balto Core + MAU.
Ray Cherry 2728 Guilford Ave Balto Md

47- Pearlena Walls 1312 Pacific St. Apt 1-D B'klyn CORE

48-

Please Sign Name-Address & Chapter
local affiliated group.

49- John Zippert 412 Westwego St. Opelousas, La.
(942 2810) CORE Task Force

50- UdELLA BROWN BROOKLY NY CORE

51-

52-

52.

Contact List

PLACE: Claggett Diocean Center
Buckeystown, Md.
Tele: (301) TR 4-4511
Mr. Gilmore Clark

APPLICANTS

L. RONALD COPELAND
399 Franklin Blvd.
Sommerset, N. J.

2. Robert Jenifer
1603 Spray Court Apt.8
Baltimore, Md.

3. Raymond Ford
2611 W. Cold Spring Lane
Baltimore, Md.

4. Lennox S. Hinds'
387 Franklin Blvd.
Sommerset, N. J.

5. Clifford A. Brown
330 Union Avenue
Mt. Vernon, N. Y.

6. Isabel Hawkins
25 Madison XXXX St.
Mt. Vernon, N. Y.

7. Maurice Wood
341 Franklin Blvd.
Sommerset, N. J.

8. Edward M. Whiteurs Jr.
62 Phillips Road
Somerset, N. J.'

9. Mabel Hurst
1506 Crotona Park
Bronx, N. Y.

10. Mary Solak
90 Bank Street
Bronx, N. Y.

11. William McCollum
1225 Bainbridge
Phila., Pa.

12. James Williams
1617 Brown St.
Phila., Pa.

13. Carol A. Beatty
268 N. Walnut St, E. Orange, N. J.

14. Michael Cheatham
25 Hunter St.
Ossining, N. Y.

15. William F. Van Derzee
25 Mapledell St.
Springfield, Mass.

16. Benjamin Swan
38 Roosevelt Terrace
Springfield, Mass.

17. Marcia Kallen
1901 Fairbank Road
Baltimore, Md.

18. Donald Tucker
220 South St.
Newark, N. J.

19. Helen Brooks
44 N. Sheffield St.
New Haven, Conn.

20. Maxine Quander
578 E. 168th St.
Bronx, N. Y.

21. Olly Leeds
30 Montrose St.
Brooklyn, N. Y.

22. Walter Brooks
44 N. Sheffield
New Haven, Conn.

23. Howard Quander
578 E. 168th St.
Bronx, N. Y.

24. Fran Crayton
718 E. 9th St.
New York, N. Y.

25. David Foye
207 Madison Avenue
Atlantic#City-N.J.

Leon Wilcott
709 8th Avenue
New York, N.Y.

George Hackley
Route 1- Box 61
Fire Road
Absecon, New Jersey

NR 40 EPI)

CORE SEDF, Inc. ~~Address~~

~~CORE -38 Park Row~~
~~New York, N.Y. 10038~~
~~CO 7-6270~~

TO: All ~~XXXXXXXXXX~~ APPLICANTS for Training Session

FROM: ~~[illegible] Callender, Director of Organization~~ Leadership Development Department ~~HERBERT CALLENDAR AND RONNIE MOORE~~

RE: ~~Training Conference travel and other information~~

Lower ~~[illegible]~~ NORTHEAST Leadership ~~Training~~ Development Series

Your application for the ~~XX~~ first session of a four part series of training conferences has been recieved and accepted.

This session will be held on the weekend ~~of March 4th,~~ 5th and 6th. at the Claggett Diocean Center in Buckeystown, Md.

You are requested to register at the center in Buckeystown on March 4, 1966 ← Friday evening, sometime before Saturday morning. Sleeping accomodations have been arranged for all persons arriving Friday night. The starting session will begin ~~XXXXX~~ at 8 A. M. Sharp on Saturday morning. Breakfast will be served at 7 A. M. Sharp. YOU MUST BE ON TIME, so that the conference schedule will work smoothly.

The center will provide three meals a day, coffee regularily and all linens. The only items you are requested to bring are your personal things.

The only mode of transportation to the center is car. Please try to arrange a ride, if you do not have a car, with others that plan to attend. You may call the National office, CO 7-6270 for information pertaining to car pools. The directions for travel to the center are as follows:

1. From New York: Take New Jersey turnpike through Baltimore tunnel, take ROUTE 40 WEST to Frederick, take ROUTE 15 SOUTH 7 MILES to Buckeystown, Md., Drive 1 MILE SOUTH. CLAGGETT DIOCEAN CENTER ENTRANCE is on the left, drive straight down the dark dirt road to the center.
2. From Harrisburg, Pa: Take ROUTE 15 SOUTH 7 MILES to Buckeystown and Follow above directions ( from New York)
3. From Baltimore, Md. Take ROUTE 40WEST to Frederick-Take ROUTE 15 SOUTH 7 MILES to Buckeystown. Follow above directions (From New York.)

For additional information Call: (212) CORE CO7-6270 ~~[illegible] Pope.~~ Herbert Callendar
(212) SEDF 964-8210 Ronnie Moore

MSS
546 SEDFRE

Economic Opportunity Council of
Suffolk, Inc., 1966-1968

Box 23
Folder 7

State Historical Society of Wisconsin

Please Retain Original Order

[illegible] [illegible] O.E.O.

June 28, 1966

Mr. Alan Gartner
Department of Economic Opportunity
1 Old Indian Road
Commack, New York

Dear Alan:

We would like for you to attend our workshop on July 8-9, 1966 at the Penn Community Center, St. Helena Island, South Carolina.

We would like you to be a resource person and discuss subtopics B-E- and F under Roman numeral IV of the Leadership Training Prospectus.

I look forward to hearing from you soon.

Sincerely,

Ronnie M. Moore
Leadership Development Director

RMM:rh
enc.

RECEIVED
JUN 4 1968
SEDR

ECONOMIC OPPORTUNITY COUNCIL
OF SUFFOLK, INC.
83 EAST MAIN STREET, PATCHOGUE, N. Y. 11772
AREA CODE 516
289-5800

# MEMORANDUM

TO: Hank Smith

FROM: William Lynch, Acting Community Organization Specialist

DATE: May 28, 1968

RE: Sensitivity Training

List of names for Training session.

ok
Lloyd Sargent, BUCC
10 Willow Street
Selden, New York
732-0764

Cammile Smith, BUCC
17 Ronek
Amityville, New York
AM-40125

Fran Dorey, Central Brookhaven EOC
ok
Box 11, Wilson Avenue
Coram, New York
732-2240

ok
Al Jordan, SAM
291 Park Avenue
Huntington, New York
HA-70261

ok
Sam Bowlay-Williams Central Brookhaven EOC
Box 11, Wilson Avenue
Coram, New York
732-2240

Larry Holder, SEA
7 Beach Street
Sag Harbor, New York

ok
Earl Jordan, EOC Huntington
1151 New York Avenue
Huntington, New York
271-9696

Diane Thomas, EOC
ok
83 East Main Street
Patchogue, New York
289-5800

Robert Burns, SEA
7 Flanders Road
Riverhead, New York

Ursel Williams
95 1st Av 2nd Ave ?
Brentwood, N.Y.

# SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY

## WORKSHOP APPLICATION

Name Helen Lipowski Age 39

Address 39 Pine St Phone 234-5622

Occupation Neighborhood Aide

Name of Organization you Represent Office of Economic Opp.

Address 83 E. Main st. Patchogue

Position Neighborhood Aide

Experience N.A.A.C.P. - CoRe - CPCA - 1st Bap. church - CPYA

Describe the basic problems in your community as you see them:

Overcrowding. Too many Welfare Clients. Slumlords. Transportation. Free Hot lunch in school.

Describe your Civil Rights Activities March on Poverty to Washington. War on Poverty. Working with 110 to 130 teenagers as chairman of youth prog.

Describe the problems that you have getting communities to move:

Lowell Ave sect - don't want to admit they are poor. Ashamed of being Classified with Carleton Park.

Describe the problems you have in working with other groups:

Carleton Park Civic Ass'n at one time was opposed to the program.

On the basis of your own experience or your knowledge of the experience of others, what would you say were the biggest problems confronting someone trying to be a leader of a group in the community?

Alcholic people who cut each other up and stir up bitterness so that interesting meetings becomes lost. This can be overcome.

What do you regard as the most important things a good leader should know or be able to do?

never speak sharply or be demanding. Sell yourself 1st then sell whatever you want the people involved in.

Describe the additional training or knowledge that you think you need in order for you to function more effectively within the community?

To be able to prove to those people on Welfare that they can work and still have party time.

Comments: I enjoyed this!

I hereby promise to attend all workshop sessions and participate fully in all discussions to the best of my ability.

Helen Lipowski

Signature of Applicant

**********************************************************

Do not write below this line.

Attendance

Participation

Student Evaluation

Comments

# SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY

## WORKSHOP APPLICATION

Name Corrine Seymour Age 33

Address 117 Wood Ave., Mastic, N.Y. Phone 281-3423

Occupation neighborhood aide, O.E.O

Name of Organization you Represent O.E.O.

Address 83 E. Main St., Patchogue, N.Y.

Position neighborhood aide

Experience community action committee and 4 mo. as aide

Describe the basic problems in your community as you see them: lack of transportation, jobs, housing, create interest of parents

Describe your Civil Rights Activities Community Action Enrollment, Washington March

Describe the problems that you have getting communities to move: Trust - see action first - Time Believe that things can change

Describe the problems you have in working with other groups:

On paper everything is fine but:

On the basis of your own experience or your knowledge of the experience of others, what would you say were the biggest problems confronting someone trying to be a leader of a group in the community?

What do you regard as the most important things a good leader should know or be able to do?

knowledgeable, speak constructively

sincere

Describe the additional training or knowledge that you think you need in order for you to function more effectively within the community?

public speaking

Comments:

I hereby promise to attend all workshop sessions and participate fully in all discussions to the best of my ability.

Corrine Seymour
Signature of Applicant

*********************************************************

Do not write below this line.

Attendance

Participation

Student Evaluation

Comments

## SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY

## WORKSHOP APPLICATION

Name Earl W. Haye Age 50

Address Lincoln St Phone TR5 2604

Occupation Field worker

Name of Organization you Represent Economic Opportunity Com.

Address 83 E. Main St Patchogue N.Y.

Position Neighborhood Aid

Experience many years involved in C/R movements.

Describe the basic problems in your community as you see them:

Basic problem as suggested above, is to be able to reach the community conscious in pride of being negroes also referral to achievements.

Describe your Civil Rights Activities To reach out and extend to people the available services. To befriend companion, intervene, in confidence for and behalf of same.

Describe the problems that you have getting communities to move:

The link between the fortunate and less fortunate within these communities.

Describe the problems you have in working with other groups:

The problem seems to stem mostly from long existing so called civic organization formed by more fortunate groups. Tends To do nothing constructive but in reality, a social Club,

On the basis of your own experience or your knowledge of the experience of others, what would you say were the biggest problems confronting someone trying to be a leader of a group in the community?

He must first gain confidence of the present accepted Leadership within that community or Group.

What do you regard as the most important things a good leader should know or be able to do?

He must be able to accomplished the above.

Describe the additional training or knowledge that you think you need in order for you to function more effectively within the community?

Above all I do believe one has to be honest and posses an acceptable personality, & Maturity. Above all believe in your product more or less what your selling.

Comments: In reality this is a war, on Ignorance in America, importance of our Task depend upon our objection.

I hereby promise to attend all workshop sessions and participate fully in all discussions to the best of my ability.

Earl W. Hayes Sr
Signature of Applicant

************************************************************

Do not write below this line.

Attendance

Participation

Student Evaluation

Comments

## SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY

## WORKSHOP APPLICATION

Name Edith Carey Age 46 yr.

Address 315 Second St. Greenport, L.I. Phone 477-1838

Occupation Neighborhood aide -

Name of Organization you Represent O. E. O. Patchogue

Address 83 East Main St., Patchogue

Position Neighborhood aide

Experience 1 year

Describe the basic problems in your community as you see them: Employment problems, housing

Lack of communication with other parts of the county as to what progress is being made between races.

Describe your Civil Rights Activities

Making people understand that they should stand up for their rights as an individual!

Describe the problems that you have getting communities to move:

trying to get ~~the~~ people to cooperate with others in community action programs, also other organizations such as 4H etc.

Describe the problems you have in working with other groups:

On the basis of your own experience or your knowledge of the experience of others, what would you say were the biggest problems confronting someone trying to be a leader of a group in the community? As far as a Negro being a leader it is hard because of the fact that a Negro is not supposed to know anything - Jealous of one another

What do you regard as the most important things a good leader should know or be able to do? Understanding people and be able to gain their Confidence

Describe the additional training or knowledge that you think you need in order for you to function more effectively within the community? To know more about organizating groups and how to get Cooperation from them (the people)

Comments:

I hereby promise to attend all workshop sessions and participate fully in all discussions to the best of my ability.

Edith Casey
Signature of Applicant

*****************************************************

Do not write below this line.

Attendance

Participation

Student Evaluation

Comments

# SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY

## WORKSHOP APPLICATION

Name Agnes Dozier Age 31

Address 66 Powell Ave Phone 283-5521

Occupation Neighborhood Aide

Name of Organization you Represent O.E.O

Address 83 E main ST - Patchogue

Position Neighborhood Aide

Experience 5 months

Describe the basic problems in your community as you see them: There are so many families in my Community that are having trouble finding adequate houses and Year-round jobs.

Describe your Civil Rights Activities

Describe the problems that you have getting communities to move: most Communities are satisfied With their surroundings or have lived with problems for so long until they think it's a Waste of time to become active in their Community.

Describe the problems you have in working with other groups: I find no great problems Working with other group, maybe it's because I haven't been Working in this field long enough

On the basis of your own experience or your knowledge of the experience of others, what would you say were the biggest problems confronting someone trying to be a leader of a group in the community? The ideas of someone being a leader disturbs some of the people in the community. Some people can't lead and dislikes the idea of other people leading. And the people are so divided.

What do you regard as the most important things a good leader should know or be able to do? A good leader should the circumstances of the community and be able to stand a lot of criticism

Describe the additional training or knowledge that you think you need in order for you to function more effectively within the community? I would like to know more about organizing.

Comments:

I hereby promise to attend all workshop sessions and participate fully in all discussions to the best of my ability.

Agnes Dozier
Signature of Applicant

*****************************************************

Do not write below this line.

Attendance

Participation

Student Evaluation

Comments

## SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY

## WORKSHOP APPLICATION

Name EDWIN R. GEYER Age 41

Address 57 OLD TOWN RD, SOUTHAMPTON N.Y Phone AT3-2852

Occupation Neighborhood Aide Supervisor

Name of Organization you Represent OEO Patchogue

Address 83 E Main St Patchogue N.Y

Position Neighborhood Aide supervisor

Experience 3 months

Describe the basic problems in your community as you see them:

overt, covert, conscious + subconscious adherence to the status quo with systematic exclusion of the non participants of society.

Describe your Civil Rights Activities Free lance attempts at motivating minority groups and individuals towards grabbing a hunk of the pie of the affluent society. Organization of the "outs."

Describe the problems that you have getting communities to move:

Middle-class fear of "rocking the boat" and indentification with the poor. Poverty class fear of reprisals, lack of hope - disbelief. Conscious opposition by society

Describe the problems you have in working with other groups:

The churches are concerned about loss of membership. middleclass society is concerned about loss of public approbation. Community groups are concerned about their own status in the status quo. The ex-poor are concerned about their social advancement.

On the basis of your own experience or your knowledge of the experience of others, what would you say were the biggest problems confronting someone trying to be a leader of a group in the community? The fragmentation of society - into self interested groups, mutually antagonistic or at best, jealously exclusive. The individuals not now members of groups are hard to convince of efficacy of organization.

What do you regard as the most important things a good leader should know or be able to do? Organize effectively. Become a master of reconciliation. Generate enthusiasm. Should evolve strategy creatively - Know the enemy, know the desires of the people, know the possibly successful tactics.

Describe the additional training or knowledge that you think you need in order for you to function more effectively within the community? Strategy, tactics, oratory, sensitivity psychology, history of community + social problems -. Knowledge of power structure its weak points, its impregnable points c

Comments:

I hereby promise to attend all workshop sessions and participate fully in all discussions to the best of my ability.

Edwin R. Gayer
Signature of Applicant

*********************************************************

Do not write below this line.

Attendance

Participation

Student Evaluation

Comments

MSS
546 SEDFRE

Freedom Inc. (Youngstown, Ohio), 1968

Box 23
Folder 8

State Historical Society of Wisconsin

Please Retain Original Order

Bro. Connie,

Consider the receipt of this proposal an invitation to participate in the conference as a consultant on the terms outlined in the proposal. You may not remember me, but I met you at the meeting of Regional Training Co-ordinators + resource for D.C.S.P. a few months ago. We'd very much like to have you come. We need you. Please let me hear from you soon.

Yours in the Struggle
Bro. Ron Daniels.

RECEIVED
SEP. 16 1968
SEDF

October 6, 1968

Mr. Ron Daniels
523 Oxford Avenue
Youngstown, Ohio 44510

Dear Brother Daniels:

I received your letter and proposal the other day. I am very happy to be included in your program. However, I've got a problem; from October 15 to November 4, I shall be in Africa and Israel, studying Cooperative Development. If you could change the date to November it would be perfect, and I would be able to take part. However, I know this is asking a lot and maybe we should end it by saying that I cannot take part. I can suggest, however, as a representative, someone from SEDFRE like Hank Smith if you are interested.

Sincerely,

Ronnie M. Moore
Leadership Development Director

RMM:lb

Freedom Inc.
3I Fifth Ave.
Youngstown, Ohio 44503

OCT 1 0 1968

Dear Ronnie,

I'd really appreciate hearing from you regarding our training conference October I8, I9, 20, I968. My last communication invited you to participate as a consultant. Did you recieve the material? Are you coming or what? Let me hear from you. If you can't come, see what Lincoln Lynch's schedule is like for that weekend. Maybe he can come.

If you're coming please let me know by October I4, I968 (call 2I6-744-4728) so that we can send your plane fare. When you arrive, try to get in between I2:00 noon and 5:00 p.m.. Call at the above number, or come to Native Son Bookshop 3I, Fifth ave. Let me hear something.

Yours in the Struggle,

Ron Daniels
Ron Daniels
Freedom Inc.

Freedom Incorporate
Conference Co-ordinating Committee
31 Fifth Avenue
Youngstown, Ohio 44503

Dear ______________________________,

On October 18, 19,20, 1968, Freedom Incorporate will have an educational training Conference entitled, Workshop In Black #2. We are inviting members of black organizations and families from Youngstown, Campbell, Struthers, New Castle, Warren, Farrell, Alliance, Akron, and Canton to participate in this educational conference. The purpose of Workshop In Black #2, is to bring together black people from all walks of life, to explore workable methods, and to secure strategies for developing and implementing black self-help action which will produce community control programs and projects. The workshops are designed to strengthen each black individuals knowledge in politics, education, and economics. We know that it is important to have as many members as possible in your organization or family register and participate in this conference.

The location of the Workshop In Black #2 will be held at New Galilee Baptist Church, 109 West Woodland Avenue and at Faith Temple Baptist Chruch, 554 Market Street. The Conference's headquarter is at New Galilee Baptist Chruch. The registration fee for non-students is $3.00 and for students $2.00. This fee include admission to a show entitled "An Evening in Black". Members of Freedom Incorporate will provide free housing to delegates who do not live within commuting distance.

You may pre-register at Native Son Book Store, 31 Fifth Avenue, Youngstown, Ohio and at Bob's Mr. Beauty Salon, 299 Glenwood Avenue, Youngstown, Ohio or send a check or money order payable to Freedom Incorporate, Conference Co-Ordinating Committee, 31 Fifth Avenue, Youngstown, Ohio 44503. If you mail a check or a money order, be sure to fill out the Pre-Registration form or an equivalent plain sheet of paper.

We are hoping that this Workshop In Black #2 will open the line of communication between all members of churches, organizations, and institution. We feel that the only way other races, nationalities, and religions will understand the black races is for us to first understand ourselves.

Yours truly,

Lawrence Lee Evans
Conference Co-Ordinator
Ron Daniels
Ronald Daniels - Chairman of
Freedom Incorporate and
Director of Freedom Food'68 Project

# INFORMATION ON THE CONFERENCE

The question, "Where do black people go from here?" will be answered at this Conference. We need all brothers and sisters at this Conference. The Conference offers not only a chance to talk about our problems, but also this meeting of conferring, consulting, and discussion offers constructive ways and means to solve our problems. We purposely located this conference at two leading churches in Youngstown; simply, because churches are where all black people from all walks of life usually congregate. But more implicity, these are th places where black people can come together with love for themsleves and for their God.

This Conference is going to strengtening area leaders, technicians, and Community organizers. Workshop In Black #2, will enable us to create a pool of black people who will have a greater understanding of the problems, issues, and strategies of self-determination. We hope to develop communication centers for the exchange of information and for joint sponsorship of area programs where common action is feasible. The Conference will provide the development of plans for city and area educational academies and conferences and the development of specific city and area targets in the fields of politics, education, and economics.

The main goals at Freedom Incorporate is to seek unity, co-operation, and action among black people. We at Freedom Incorporate know communication is the key to achieve these basic goals. Workshop In Black #2 will not alter or deveiate from these goals. Thus, we will communicate precisely, effectively, clearly, and emphatically.

Lawrence Lee Evans,
Conference Co-Ordinator

Ronald Daniels, Chairman of
Freedom Incorporate and
Director of Freedom Food '68 Project

Be sure to watch "GET IT TOGETHER" on Big 33 WYTV -- Premiering Sunday, October 13, 3:30 PM

* * * * * * * * * * * *

Be sure to watch "PERSPECTIVES IN BLACK" on Channel 33 on Thursday at 10:30 P.M.

# SCHUDULE

## Friday, October 18

5:00 P.M. Registration -- New Galilee Baptist Chruch, 109 West Woodland Avenue
7:30 P.M. Mass Meeting - "What is Black Self-determination?"

## Saturday, October 19

8:00 A.M. Registration
9:00 Pre-Workshop Session
9:30 Workshops
- A.The Meaning of Black Culture
- B.The Meaning of Black Education
- C.The Meaning of Black Economics

12:30 - 1:45 P.M. Lunch
1:45 P.M. Pre-Workshop Session
- A. Basic Problems in Black Politics
- B. Basic Problems in Black Education
- C. Basic Problems in Black Economics

5:00 - 7:00 Supper
7:00 P.M. Mass Workshops
- A. Workshop Summaries
- B. Panel - Organizing for Self-determination

## Sunday, October 20

9:00 A.M. - Area representatives meeting with consultants
11:00 - 1:00 P.M. Public meeting - New Galilee
1:00 - 3:00 Lunch
3:00 - Lecture and hair style demonstration
7:00 - An Evening In Black

* * * * * * * * * * * * * * * *

Be Sure To Watch "PERSPECTIVES IN BLACK" On Channel 33 On Thursday At 10:30 P.M.

Freedom Incorporate
Conference Co-Ordinating Committee
31 Fifth Avenue
Youngstown, Ohio 44503

## Pre-Registration Form
## (Invitation)

As a black person I would like to participate in Workshop In Black #2.

NAME_______________________________________________
Last First Middle Sex

ADDRESS_______________________________________________
Street City State Zip Code

TELEPHONE____________________

AGE____________________

NAME OF ORGANIZATION, IF ANY______________________________

WILL YOU BE NEEDING HOUSING? Yes__________ No__________

INDICATE YOUR WORKSHOP PREFERENCE BY USING 1, 2, 3, according to preference.

A. Black Politics______
**B. Black Economics______**
**C. Black Education______**

**Are you a student? ______Yes ______No**

Name of School or College______________________________

Occupation______________________________

* * * * * * * * * * * * * * * * * *

Be Sure To Watch "PERSPECTIVES IN BLACK" on Channel 33 on Thursdays At 10:30 P.M.

# WORKSHOP IN BLACK #2

WILL YOU BE THERE!!!!!!!!!!!!!!!!!!!

OCTOBER I8,I9, 20, I968

Preston Wilcox*** Director of Brooklyn Redevelopment Corp. *** WILL!!!!!!!!
Norman Johnson *** Professor at the University of Pittsburgh *** WILL!!!!!!!
Walter Palmer *** Director of Black Action Front, Phila., Pa. *** WILL!!!!!!
Edward Vaungh *** Black Star Co-Operation, Detroit, Michigan *** WILL!!!!!!!
Art Thomas *** Elementary School Principal, Dayton, Ohio *** WILL!!!!!!!
Rev. Bill Robinson *** Director S.C.L.C. Akron, Ohio *** WILL

WHERE????************************************************************???????

***WORKSHOP IN BLACK #2***

WHERE ?????? ********** New Galilee Baptist Church

109 West Woodland Avenue

Youngstown, Ohio

OCT 10 1968

Friday, October 18, 1968
5:00 p.m. Registration
7:30 p.m. ********************* MASS MEETING ******************************

## " WHAT IS BLACK SELF DETERMINATION"

The question "Where do Black people go from here?" will be answered at this Conference. We Need all Brothers and Sisters at this Conference. The Conference offers not only a chance to talk about our problems, but also this meeting of conferring, consulting, and discussion offers constructive ways and means to solve our problems. We purposely located this conference at two leading churches where all Black people from all walks of life usually congregate. But more implicitly, these are the places where Black people can come together with love for their God.

This Conference is going to Strengthen Area Leaders, Technicians, and community organizers. Workshop In Black #2 WILL enable us to create a pool of Black people who will have a greater understanding of the problems, issues, and strategies of self-determination. We hope to develop communications for the exchange of information and for joint sponsorship of area programs where common action is feasible. The Conference will provide the development of plans for city and area educational academies and conferences and the development of specific city and area targets in the fields of politics, education, and economics.

The main goals at Freedom Inc. is to seek UNITY, COOPERATION AND ACTION among Black people. We at Freedom Inc. know Communication is the key to achieve these goals. Workshop In Black #2 will not alter of deviate from these goals. Thus, we will communicate precisely, effectively, clearly, and emphatically.

UNITY * CO-OPERATION * ACTION

## WORKSHOP IN BLACK #2

On October 18, 19, 20, 1968 Freedom Incorporated will have an educational training Conference to be called "Workshop In Black #2.

The location of the Conference will be New Galilee Baptist Church, 109 West Woodland Avenue and at Faith Temple Baptist Church, 544 Market. The registration fee for non-students is $3.00 and for students $2.00. This fee includes admission to a show, titled "An Evening In Black".

******************************************************************************

As a Black person I would like to participate in Workshop In Black #2

NAME________________________________________
Last First Middle Sex

ADDRESS________________________________________
Street City State Zip Code

TELEPHONE____________________

AGE____________________

NAME OF ORGANIZATION, IF ANY____________________

WILL YOU BE NEEDING HOUSING? yes__________ No__________

INDICATE YOUR WORKSHOP PREFERENCE BY USING I,2,3, ACCORDING TO PREFERENCE

A. Black Politics__________
B. Black Economics__________
C. Black Education__________

Are You a student__________ Name of School or College____________________

OCCUPATION________________________________________

# FREEDOM INC.
Unity - Cooperation - Action

Propsal for a three day area training conference October 18, 19, 20, 1968 in Youngstown, Ohio.

Submitted by Freedom Inc. to the Interfaith Foundation for Community Organization, and the General Convention Special Program of the Epescopal Church for joint funding.

The Workshop in Black is organized on the assumption that black training and orientation programs must be geared to the phase of development of the people in a particular area. The training program which follows is designed for a area which is in the first phases of self-determination development. Folks in these communities are just beginning to think black on a superficial level. Most people are still hung up on the "Negro Revolution" and all that this implies.

Our objective is to effect a transition. We are in the process of changing the direction of the movement from Civil Rights etc, to Human Rights and self-determination. Necessarily our people (Youngstown area) are being asked to deal with new concepts, definitions, techniques, and new kinds of projects. Resistence is to be expected. Our tasks as trainers and organizers is to initiate an ongoing program which will involue overcoming inertia by unfolding a philosophy while erecting concrete projects which are clearly within the framework of that philosophy. We must demonstrate what the philosophy means.

The content of the Workshop in Black will change as the movement in the area begins to progress into more advanced phases. As for now, we are concerned with basic knowledge, basic skills, basic projects. Workshop in Black #2 and the projects which will emerge from the conference plus Freedom Inc. projects already in planning should be considered psychological pump priming for higher levels of movement development. Note. As example of phase I project development, Freedom Foods Pilot Project; A Basic Framework. Freedom Inc. is committed to Strategy, Tactics, and Sanity (S.T.S) as the movement emerges in this area. This training conference, and its schedule of workshops, we hope, reflect the thinking expressed in these notes.

Bro. Ronald Daniels

FREEDOM INC.
Unity - Cooperation - Action

# A WORKSHOP IN BLACK #2; A Three-day area training conference.
Oct. 18,19,20, 1968.

The primary objective of this training conference will be to continue the process of imparting basic knowledge and skills to an area which is now in the initial phases of self-determination development. In a real sense much of this conference will be devoted to just getting people to think about alternative strategies for dealing with their condition.

The first "Workshop in Black" was held in June of 1967 and was centered around youth. Some 75 youths participated, and the conference was largely successful. This conference will be designed to embrace a crossection of people by area, age, class, and organizational affiliation. We anticipate from 200-250 workshop participants.

We are vitally concerned with assisting brothers and sisters in surrounding areas who are just beginning to grapple with the hard questions and strategies of self-determination. This conference will include participants from East Liverpool, Steubenville, Warren, Canton, Struthers, and Campbell,Ohio. These are areas which we have identified which have a few people thinking about organizing or groups which have just started organizing. Participating organizations from Youngstown will include The Steel City Parents League, Negro American Labour Council, Fight Against Racism (F.A.R.), The Solidly Organized and United League (S.O.U.L.).

and the Northside Oldtimers.

We are hopeful that the following limited objectives can be achieved at this conference:

1. Strengthening area leaders, technicians, and community organizers, and creating a pool of people who simply have a greater understanding of problems, issues, and strategies.
2. Development of a area communication center for the exchange of information, joint sponsorship of area programs, and common area action where feasible.
3. Development of plans for ongoing city and area-wide training academies and conferences.
4. Development of specific city and area targets in the fields of Politics, Education, and Economics.

Freedom Inc. is requesting 652.00 dollars to underwrite the cost of transportation and consultant fees for the first four of the following persons: Preston Wilcox, Convenor of the National Association of Afro-American Educators (N.A.AA.E.), Ronnie Moore S.E.F.R.E., Prof. Don Henderson, Southern Illinois University and N.A.AA.E., Walter Palmer, lecturer and organizer for the Philadelphia Black United Front, Walter Beach of N.I.E.U. of Cleveland, and Edward **Vaughn**, Black Star Co-op. of Detroit.

A. Consultant fees- 75.00 for 2½ day conference = 300.00

B. Transportation(based on information from United Airlines),

| | |
|---|---|
| 2 round trip from New York | 142.00 |
| 1 round trip from Philadelphia | 60.00 |
| 1 round trip from St. Louis | 100.80 |
| Total transportation and consultant fees | 602.80 |
| Meals and misc. travel expense | 50.00 |
| | 652.80 |

**
A separate arrangement will be worked out and underwritten for Walter Beech of Cleveland and Edward Vaughn of Detroit. Preston Wilcox and Don Henderson are original Youngstown residents and still have close relatives in town. We have asked them to participate in this conference as original Youngstowners who bring a message of new strategies to home folks. Room and board for them will pose no problem. Freedom Inc. will provide room and board for all of the other out-of-town consultants and conference participants.

## SCHEDULE

FRIDAY

7:30 P.M. - Plenary Session

Topic: WHAT IS THE BLACK REVOLUTION.
Speakers: Preston Wilcox, Walter Palmer, Ronnie Moore, and Don Henderson.

(Twenty minute presentations with a question and answer period to follow).

SATURDAY

9:00 A.M. - Pre-Workshop Session- instructions, room assignments,etc.

9:30 A.M. WORKSHOPS
A. The meaning of Black Culture
B. The meaning of Black Education
C. The meaning of Self-Determination

(Morning sessions are designed to impart basic information, and to define terms and outline objectives.)

12-1:30 P.M. LUNCH

1:30 P.M. - Pre-Workshop Session

2:00 P.M. - Workshops
- A. Basic Problems in Black Politics
- B. Basic Problems in Black Education
- C. Basic Problems in Black Economics

(Afternoon sessions are designed to identify problems and to explore alternative strategies for organizing).

4:30 P.M. - SUPPER

7:00 P.M. Plenary Session
- A. Presentation of Workshop summaries
- B. Panel of consultants speaking to the topic of organizing for Self-Determination.

(Evening session is designed to exchange information and experiences, and to bring all conference resourses to bear on the question of organizing for Self-Determination).

SUNDAY

10:00 A.M. - Representatives of various organizations meeting with consultants to develop specific city and area projects and goals in the fields of Politics, Education, and Economics.

2:00 P.M. Lecture and Demonstration - Eskine Coleman - Golden Shears Natural Models of Chicago- BLACK IS BEAUTIFUL.

5:00-10:00 AFRICAN-AMERICAN RHYTHM EXTRAVAGANZA.

# FREEDOM INCORPORATED

## WORKSHOP IN BLACK # 1

June 16, 17, 18, 1967
Allen's Farm - Pulaski, Pennsylvania

A statement of the aims and objectives: to all parents and interested persons.

Freedom Inc., is an organization of black men interested in the development of negro unity and economic (business) strength within the black community. Freedom Incorporated is dedicated to finding methods and programs through which we can help ourselves to overcome the problems that confront our race of people within this society.

The Workshop in Black will be the first in a series of workshops designed to assist our people in gaining a greater understanding of our cultural heritage, and hopefully, a deeper appreciation for the positive or good aspects of our history. We must come to understand that there is nothing wrong with being born black. Being black is wrong or evil only because someone has said or suggested that it is wrong or, for one reason or another, we have come to believe that black is wrong or evil.

One of Freedom Incorporated's primary objectives is to develop self-respect and pride among our people. Such a dream is not new. But that dream must become a reality if we as a people are to gain full freedom with Equality of Conditions - better homes, neighborhoods, more money, higher standard of living in general.

The Workshop in Black is primarily directed at our youth. It is the youth who will make our future, and that future must not be a future of more self-hatred, internal disunity, poverty, crimes, gang warfare, and parental deliquency. Our youth must learn to respect themselves and our people. Our youth must develop a greater concern for our community.

We must build a better community. Freedom Incorporated is committed to involving the youth in a meaningful and constructive manner, in a building of a better community for all of our people. Hopefully, youth will leave the Workshop in Black with a deeper understanding of themselves and a dedication to projects and activities which will contribut to the creation of a better community for our people.

The members of Freedom Incorporated sincerely hope you understand the urgent need for programs of this kind, and that we may expect your support and cooperation with this and coming projects.

Unity, Cooperation, Action

Respectfully yours

Ron D. Daniels, Chairman
Freedom Incorporated

# S-C-H-E-D-U-L-E

June 16, 1967

| | |
|---|---|
| 9:00 A.M. | Departure from Total Action Center, 447 Garfield Street, Hagstrom House, Lexington Avenue and Eastside Center for ALLEN Farm. |
| 9:45 A.M. | Arrival of Youth, ALLEN Farm, Pulaski, Pennsylvania and assignment of quarters. |
| 10:00 A.M. | Welcome - Area "A" by Brother Ronald Daniels, Chairman, Freedom Inc. |
| 10:45 A.M. | Assignment of study groups |
| 11:00 A.M. | SESSION I: "Self-Help Among the Poor." Entire assembly in area "B" There can be little question that social action is an important ingredient in bringing about changes that will benefit the total community. This session discusses ways and means by which we can institute or inplement programs that will greatly better the lives of Black Americans. |
| NOON | Lunce - Area "A" |
| 1:30 P.M. | Discussion Period Topic: "Self-Help Among The Poor" |
| 3:00 P.M. | SESSION II: "Self Hatred Among Black People"Entire assembly in area "B" A study of teen violence in Youngstown; Why it occurs and how it can be prevented. |
| 4:00 P.M. | Open Period |
| 5:00 P.M. | Evening Meal |
| 7:00 P.M. | Recreational Period - Croquet, Volleyball, Badminton, etc. |
| 8:30 P.M. | Late snack and discussion period Topic: "Self Hatred Among Black People" |
| 9:30 P.M. | Lights Out! |

June 17, 1967

| | |
|---|---|
| 8:00 A.M. | Breakfast |
| 9:30 A.M. | SESSION III: (a) "From High School to Job" Area "C" (Elective) The need for early and numerous experience which help Black Youth learn about the world of work cannot be stressed too much. Black Youth often suffer from the lack of Educational Vocational guidance. To fill this need for knowledge and information, this session will center on career planning, the importance of a high school education in today's competitive world and financial assistance for college bound students.<br>SESSION III: (b) "The Black Man In American Life" Area "B" (Elective) Unfortunately little is known by the average citizen about the many roles, great and small, the black man has played in American progress. This workshop will attempt to discuss some of the many distinguished black Americans who contriubted to making this country. |
| 11:00 A.M. | OPEN PERIOD |
| NOON | Lunch - Area "A" |
| 1:30 P.M. | Discussion Periods (Sessions IIIa and IIIb) |
| 3:00 P.M. | SESSION IV "The Black Community and The Development of Black Potential"<br>-Entire Assembly Area "B" |
| 4:30 P.M. | OPEN PERIOD |
| 5:00 P.M. | EVENING MEAL |
| 7:00 P.M. | Recreational Period |
| 8:00 P.M. | Group Evaluation of the WORKSHIP IN BLACK |
| 9:00 P.M. | Closing ceremonies and final remarks |
| 9:30 P.M. | Lights Out! |

# Freedom Foods Pilot Project: A Basic Framework

## Part 1:

Freedom Inc. as a phase of its economic self-determination program will launch a drive to develop at least one neighborhood grocery market by the spring of 1969. This initial Freedom Market will be a pilot project for Freedom Foods Inc. which will be designed to embrace from 8-12 Freedom Markets within the Black community.

The objectives of this pilot project will be to demonstrate to Black people that the community economy can function in the interest of Black people. One of the most devastating aspects of racism in America is the systematic exploitation of the Black community economically. In fact, the ghetto is a product of racism, and functions to perpetuate racism and make it profitable. No where is the exploitation of the ghetto more visible than in ghetto shops and stores. In most Black neighborhoods 90-95% of the shops and stores are operated by people who are non-black, do not reside within the community, and make no substantial contribution to the upkeep of the community. Almost all of the profits leave the community. These shops and stores bleed the Black community of vitally needed resources which should be turning over within the community and creating employment, developing skills and expanding the community income.

This exploitation has persisted because Black people have been conditioned to participate in their own exploitation. Through brainwashing and black self-hatred, i.e., "don't buy from a nigger store, or go to a nigger doctor...", we have been kept, and have helped keep, ourselves locked in the role of Black consumers for the white producers, which is the role of the victim. Black people must now move to liberate their communities from the neighborhood economy, and gear that economy to function in the best interest of the Black people.

The Freedom Foods Pilot Project is an attempt to have Black people begin to re-tool for self-determination; to program, create and produce for themselves rather than others. In controlling and rehabilitating the Black community it is essential that new forms of exploitation not be substituted for the old ones. We must concern ourselves with merging individual and collective interests, and combining co-operativism with capitalism such as to create a community interest and community economy.

It must be emphasized here that Freedom Foods is much more than the usual business enterprises on the American scene. The objectives are much deeper than the narrow quest for profit. It is an attempt to place people and their community needs first on the list of priorities. We will not be strictly concerned with individuals seeking to imitate the exploitative behavior of whites. We are unfolding a non-exploitive, non-oppressive rationale for Black economic self-determination.

Hence, each store will not simply be a business, but a symbol of Black community development. Central to the success of this project is broad community participation and broad community ownership. When we speak of community Freedom Markets, we mean exactly that. Shares will be priced at a level which will permit every one within the community to share in the ownership of the enterprises. No one will be excluded except by his own choice. We will be actually working to encourage Black people to reverse the patterns which have kept us in economic servitude. Previously we participated in our own exploitation. Now we will participate in our own self-development.

## Part II

At this point, Freedom Inc. envisions a corporation for profit capitalized between 150-200,000 dollars as the financial base for the evolution of Freedom Foods. This corporation would embrace, depending on the market from 8-12 Freedom Markets, all within the Black community. An all out effort will be directed towards Black churches for investment. Our goal will be to persuade Black churches as institutions to invest two or three thousand dollars in Freedom Foods, and to actively encourage their members to purchase shares in the corporation. It is our feeling that Black churches should play an integral role in leading this kind of economic program. Every reasonable effort will be made to give Black churches the opportunity to assume that role.

We are also hopeful that Black civic and social organizations will provide capital for this project. Among those organizations which will be submitting this proposal to their membership for approval are: The North Side Old Timers, The Negro American Labor Council, The Junior Civic League, The Beauticians Associations, NAACP, and the Steel City Parents League. Much of the success of this project, however, will rest on the response of the thousands of individual Black people of all classes whom we hope to persuade that self-determination is indeed the road to meaningful freedom.

Freedom Foods will have certain obvious advantages which individual neighborhood stores lack. A chain of 8-12 stores can take advantage of cost saving procedures such as centralized accounting and purchasing. Both of these features will enable Freedom Markets to be more competitive.

Freedom Foods will have a Genral Manager who will oversee the over-all operation of Freedom Foods, particularly the accounting and purchasing aspects. Each individual market will also have a manager who will be responsible for overseeing the day to day operations of the particular markets and to make daily receipts and inventory needs known to the General Management. Though individual market managers will not own their own stores, some special incentive plan, such as a stock option should be developed as a recognition of their efforts and initiative. It is also important to note, that Freedom Foods will be structured to involve those Black people already operating neighborhood stores. The advantage of mass purchasing should be made available to existing businesses on some basis acceptable to all parties concerned.

Two other features deserve brief mention in this proposal: Community Advisory Boards and Community Credit Boards. Community participation is vital to this project. Freedom Markets must be community markets. We should explore the feasibility of creating Community Advisory Boards for the individual Freedom Markets. Such boards should be elected from among stockholders of the area and asked to make suggestions concerning store problems and to process complaints about the Market. Their suggestions would not be binding. These Boards should be viewed as vehicles through which people in the community have access to the market on a basis other than as customers who have nothing to say about the business.

Credit is a valuable service, particularly in a poor community. We should explore the possibilitites of creating community Credit Boards which would process applications for credit, and have neighborhood people make the decisions as to the granting of credit and the amounts.

The pilot Project for Freedom Foods will launch in the spring of 1969 and probably will be located on the south side of Youngstown. We already are receiving valuable technical assistance from local businessmen knowledgeable in this field. Freedom Inc. would welcome constructive criticism of any aspect or facet of this proposal. In the final analysis we need each other, if we are to succeed as a community.

Ron Daniels

MSS 546 SEDFRE

Georgia Council on Human Relations (Atlanta, Ga.), 1967

Box 23
Folder 9

State Historical Society of Wisconsin

Please Retain Original Order

file

Georgia Council ON HUMAN RELATIONS
52 Fairlie Street, N. W. • 404/525-6468 • Atlanta, Georgia 30303

March 23, 1967

Mr. Ronnie Moore
Scholarship Education and Defense Fund
For Racial Equality, Inc.
150 Nassau Street
New York, New York 10038

Dear Mr. Moore:

Reverend F. R. Rowe and Mrs. Frances Pauley have been in conversation with me about the workshops which you sponsor. They tell me that you are planning some week end workshops in Florida to develop leadership there. Also they have mentioned that you have expressed interest in such workshops for Georgia.

Mrs. Pauley has suggested that it would be good for me to attend one of your workshops in Florida to become acquainted with what you are doing. I would welcome this opportunity and would appreciate hearing from you regarding the dates of the workshops and places where they will be held.

We are quite interested in knowing more about your work, and I will look forward to getting acquainted with you. Rev. Rowe and Mrs. Pauley send their regards.

Sincerely yours,

Al Henry

Albert Henry
Field Representative

AH/es

MR. JOSEPH HENDRICKS, PRESIDENT
MRS. FRANCES PAULEY, EXECUTIVE DIRECTOR
THE REVEREND AUSTIN FORD, FIRST VICE-PRESIDENT
REV. C. S. HAMILTON, SECOND VICE-PRESIDENT
MR. C. W. AYCOCK, SECRETARY
MR. JOHNNY GLUSTROM, TREASURER
MR. HUBERT THOMAS
MR. PAUL WAHRHAFTIG

Xx copy - J. T. McCain

Georgia Council ON HUMAN RELATIONS
52 Fairlie Street, N. W. • 404/525-6468 • Atlanta, Georgia 30303

May 3, 1967

Mr. Carl Rachlin
150 Nassau Street
New York, New York

Dear Carl:

It's been a long time! We keep struggling and I keep hoping for an ideal spot for a case - enough solid evidence, etc.

I have been thinking about Mr. Ronnie Moore and our welfare rights program. We are having another training session the middle of June for local leaders. Would there be a possibility of Mr. Moore spending a few weeks working in places where no one has tried to organize a Welfare Rights Committee? If he could find some local folks who have an interest they could come to the training session.

between now & June 17th

Let me know what you and Mr. Moore think.

Hope things are going well with you.

Sincerely yours,

Frances

Mrs. Frances Pauley
Executive Director

FP/es

MR. JOSEPH HENDRICKS, PRESIDENT
MRS. FRANCES PAULEY, EXECUTIVE DIRECTOR
THE REVEREND AUSTIN FORD, FIRST VICE-PRESIDENT
REV. C. S. HAMILTON, SECOND VICE-PRESIDENT
MRS. HARRY V. RICHARDSON, SECRETARY
MR. JOHNNY GLUSTROM, TREASURER
THE REVEREND OLIVER W. HOLMES, ASSOCIATE DIRECTOR

May 9, 1967

Mr. Albert Henry
Field Representative
Georgia Council on Human Relations
52 Fairlie Street, N. W.
Atlanta, Georgia

Dear Mr. Henry:

I received your letter of March 23, 1967. I sincerely regret that it has taken me so long to answer. However, I would like to state that we are very interested and are looking forward to working with the Georgia Council.

I am enclosing a brochure describing the objectives, principles, policies and operations of our organization and a schedule of completed workshops.

Within the next two weeks, our Field Representative, Mr. James T. McCain, will be in the State of Georgia. I have asked him to call and try to arrange a conference with you to discuss specifically our planned seminar for School Board Members and potential candidates. The seminar will be held at the Airlie House in Warrenton, Virginia on July 6 through 9, 1967.

I would like to get your views as to resource persons, agenda and other items pertinent to the school board workshop. It would be a pleasure for us if you or someone from the Council could attend the July Workshop or any other seminar in our Leadership Training Program. Unfortunately, at the present time we are only conducting Citizenship Education Workshops in Louisiana and South Carolina. We would like to run workshops in Georgia.

We are looking forward to a long and friendly relationship. Please give my regards to Reverend Rowe and Mrs. Pauley.

Sincerely,

Ronnie M. Moore
Director, Leadership Development

RMM:at
Enc. - 2
cc: Mr. James T. McCain

*Georgia Council* *ON HUMAN RELATIONS*
52 Fairlie Street, N. W. • 404/525-6468 • Atlanta, Georgia 30303

May 13, 1967

MAY 22 1967

Mr. Ronnie Moore
Scholarship Education and Defense Fund
For Racial Equality
150 Nassau Street
New York, New York 10038

Dear Mr. Moore:

Thank you for your letter of May 9th. I was glad to get the brochure describing your organization.

I will look forward to meeting your Field Representative, Mr. James T. McCain, when he is here in Georgia in the next couple of weeks.

2 M.R.

Also, I will anticipate knowing more about the Virginia meeting you describe. Perhaps Rev. Rowe and I could attend, if the funds are available through your organization.

We also look forward to a long and friendly relationship. I will look forward to meeting you.

Cordially yours,

al

Albert Henry,
Field Representative

AH/es

P.S. 5/19/67 - Sorry I was out of town when Mr. McCain came through Atlanta. I was in Fitzgerald in a meeting with Mr. Rowe and his friends. Please let me know more of the details about the Virginia meeting and whether or not you have any funds for travel expeases for Mr. Rowe and/or me to attend the meeting. We would like to come to survey with you the possibilities for Georgia.

MR. JOSEPH HENDRICKS, PRESIDENT
MRS. FRANCES PAULEY, EXECUTIVE DIRECTOR
THE REVEREND AUSTIN FORD, FIRST VICE-PRESIDENT
REV. C. S. HAMILTON, SECOND VICE-PRESIDENT
MRS. HARRY V. RICHARDSON, SECRETARY
MR. JOHNNY GLUSTROM, TREASURER
THE REVEREND OLIVER W. HOLMES, ASSOCIATE DIRECTOR

May 25, 1967

Mr. Albert Henry
Field Representative
Georgia Council on Human Relations
52 Fairlie Street, N.W.
Atlanta, Georgia 30303

Dear Mr. Henry:

We plan to run a Leadership Training Series in Georgia around June 10. Spiver Gordon, another of our field representatives, will be in Georgia to work and will contact you. You will be able to get all the necessary information from him.

I am enclosing a prospectus on the Leadership Training Department which should be both informatise and of interest to you.

Sincerely,

Ronnie M. Moore
Director, Leadership Development

RMM:at
Enc.

9 Am 6/23/67

Georgia Council ON HUMAN RELATIONS
52 Fairlie Street, N. W. • 404/525-6468 • Atlanta, Georgia 30303

5/29/67

Mr. Ronnie Moore, Director
Leadership Development
SEDF
150 Nassau St.
New York, N.Y. 10038

Dear Mr. Moore:

Thank you for your letter of May 25 advising me that you plan to run a Leadership Training Series in Georgia around June 10, and that Mr. Gordon will be in Georgia to contact me.

The week-end of June 10 is not a good week-end for me. I am scheduled to be in Mississippi June 9-11. Then I am to be in Fitzgerald for a meeting June 13-14.

While I am eager to have a Leadership Training Series in Georgia and to have Mr. Gordon work with us on this, I would welcome an opportunity for an exchange of correspondence before the date is set, so I can fit it in with my schedule accordingly.

Rev. Rowe will be delighted also to learn of the Leadership Training Series in Georgia. We will certainly want to cooperate in any way we can to make it a success. Please advise us of some possible alternate dates.

Sincerely,

Albert Henry

June 5, 1967

Mr. Albert Henry
Georgia Council on Human Relations
52 Fairlie Street, N. W.
Atlanta, Georgia 30303

Dear Al:

I would like to meet with you on June 19 or 20 or 21 in Atlanta, to discuss the Georgia series. Enclosed is a Leadership Training Prospectus; we expect to have a series in Georgia starting in July through October, as per the dates indicated.

We would like to meet with you to discuss how well this series fits in with the programs of your organization and also with the activities of the other local groups in Georgia.

Sincerely,

Ronnie M. Moore
Director, Leadership Development

RMM:at
Enc.

6/12

Ronnie -

Spoke to Al Henry. As of now, Friday, June 23rd is allright with him. He wants Miss Pauley to be at the conference too, and has to check with her. If we don't hear from him in a couple of days, that means the date is absolutely o.k.

Now, he want to know if this will be an all-day conference, what time you are coming, etc., so he can plan his work schedule. He will not be free in the evening of 6/23.

For Your Information:

---

June 16, 1967

Mr. Albert Henry
Georgia Council on Human Relations
52 Fairlie Street, N. W.
Atlanta, Georgia 30303

Dear Al:

My secretary informed me that the Friday, June 23 date is satisfactory to you, and that you wanted to know a few more details.

I expect to be in Atlanta by 9 a.m. and hope that we will be able to finish the conference around noon; I intend to get a 1 p.m. flight back to New York. I do hope that Mrs. Pauley will be able to attend.

If there are any further questions, please write. I look forward to seeing you next week.

Sincerely,

Ronnie M. Moore
Director, Leadership Development

RMM:at

Georgia Council ON HUMAN RELATIONS
52 Fairlie Street, N. W. • 404/525-6468 • Atlanta, Georgia 30303

File

July 14, 1967

Dear Community Leader,

You are invited and urged to attend a Sensitivity Training Workshop to be held at the Hancock County Community Center, 505 Broad Street, Sparta, Georgia, phone 404-444-5112. The first workshop session begins on Friday at 7 p.m. July 28 and runs thru July 30 at noon Sunday.

You are requested to organize your transportation so that one car will bring four or five participants from your neighborhood.

Your food, housing and transportation will be taken care of by the Scholarship Education and Defense Fund for Racial Equality Inc.

You are requested to respond in writing within 10 days to the Georgia Council on Human Relations, 52 Fairlie Street, N.W. Atlanta, Georgia 30303 to inform me if your group will send participants.

Although this is an invitation from the Scholarship Education and Defense Fund I plan to be a participant myself and hope that you can come. It will be a pleasure for me to attend a meeting with you when I don't have to look after all the details of the meeting.

I shall look forward to hearing from you.

Sincerely,

Frances Pauley

Mrs. Frances Pauley
Executive Director

FP/cm

P.S. The number of participants is limited. Hurry and send in the enclosed sheet so you can be one of the lucky ones.

MR. JOSEPH HENDRICKS, PRESIDENT
MRS. FRANCES PAULEY, EXECUTIVE DIRECTOR
THE REVEREND AUSTIN FORD, FIRST VICE-PRESIDENT
REV. C. S. HAMILTON, SECOND VICE-PRESIDENT
MR. C. W. AYCOCK, SECRETARY
MR. JOHNNY GLUSTROM, TREASURER
MR. HUBERT THOMAS
MR. PAUL WAHRHAFTIG

Georgia Council ON HUMAN RELATIONS
52 Fairlie Street, N. W. • 404/525-6468 • Atlanta, Georgia 30303

August 1, 1967

AUG 3 1967

Mr. Ronnie Moore
Scholarship, Education and Defense Fund
for Racial Equality, Inc.
150 Nassau Street
New York, N.Y. 10038

Dear Ronnie:

Thanks for the opportunity of sharing the meeting. You were great!

I was very sorry to leave. I wanted so much to see how you would bring in the silent ones.

The same problem was present that I struggle with all the time when I have our meetings of diverse people. The more sophisticated get more and more involved and we lose the timid and shy. Often the executive committee of the chapter runs ahead of the others. Or sometimes stops the others from running ahead.

To be quite honest I've always hated leadership training sessions in group dynamics. I've thought they were worse than useless. I see now they can be useful _if_ there is a Ronnie Moore at the helm.

I'd like for you to consider more series in Georgia. One at Gillespie Selden Institute at Cordele ( I think we could get the facilities cheap), I'd like to have one in Fitzgerald but I can't think of a place to sleep. Also one in Atlanta with selected leaders from the projects and slum areas.

Thanks again for the experience.

Sincerely yours,

Frances Pauley
Executive Director

FP/dp

Mr. Joseph Hendricks, President
Mrs. Frances Pauley, Executive Director
The Reverend Austin Ford, First Vice-President
Rev. C. S. Hamilton, Second Vice-President
Mr. C. W. Aycock, Secretary
Mr. Johnny Glustrom, Treasurer
Mr. Hubert Thomas
Mr. Paul Wahrhaftig

October 23, 1967

Mr. John McCown
Executive Director
Georgia Council on Human Relations
52 Fairlie Street, N.W.
Atlanta, Georgia 30303

Dear John:

Enclosed, as promised, are copies of names of the participants who attended Workshops 1 and 2 of our current Georgia Series.

Best regards.

Sincerely,

Ronnie M. Moore
Director, Leadership Development

RMM:at
Enc.

December 21, 1967

COPY

Mr. John McCown
Executive Director
Georgia Council on Human Relations
52 Fairlie Street, N. W.
Atlanta, Georgia

525-6468

Dear John:

I would appreciate your returning the film, Louisiana Diary, as we find we need it for our workshops.

Best wishes for a happy and healthy holiday season.

Sincerely,

Ronnie M. Moore
Director, Leadership Development

RMM:at

Called 1/12/68. Promised to send film directly to SCEF, Lafayette, La. on 1/13.

JUL 27 1967

# Who gets welfare?

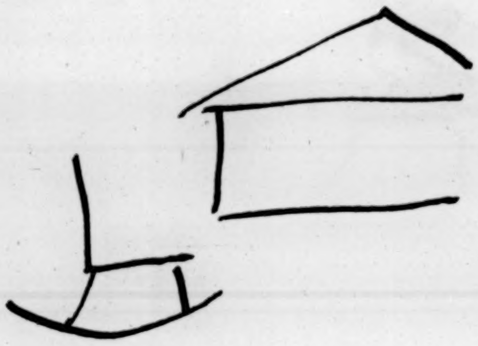
by
The Georgia Council
on
Human Relations
52 Fairlie St. NW.
Atlanta, Ga. 30303

# Aid to Families with Dependant Children

requrements

Child is under 18

Child is living with relatives



No residence requirement for children

One parent is dead, gone or disabled

Child is in need

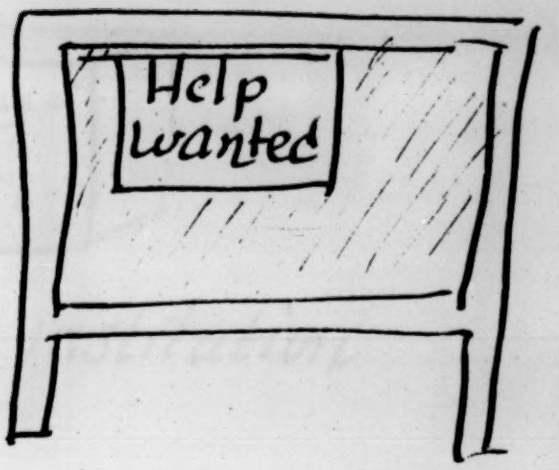
Top grant $144

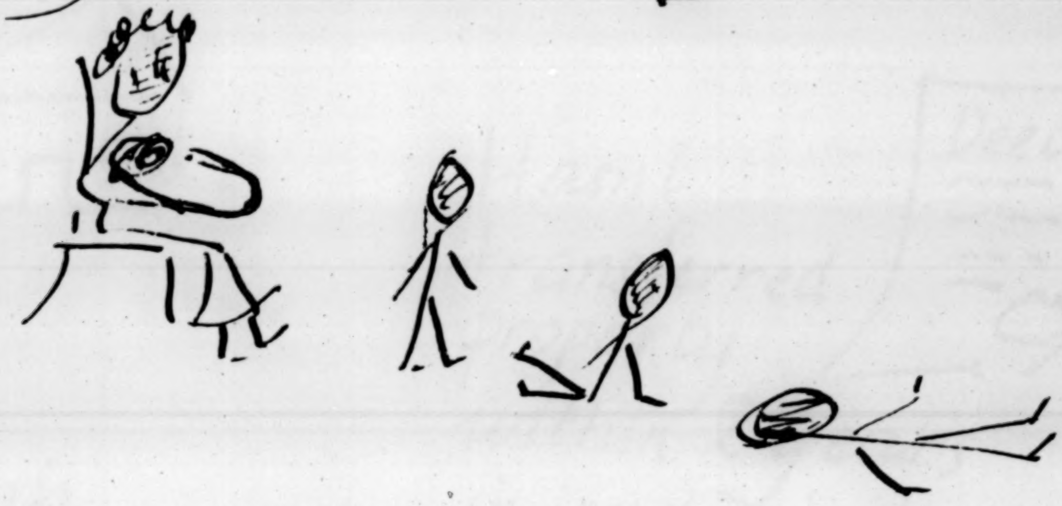
AFDC-2

"Employable mother" doesn't get aid if

(1) A suitable job is available

(2) She is not needed at home to take care of children





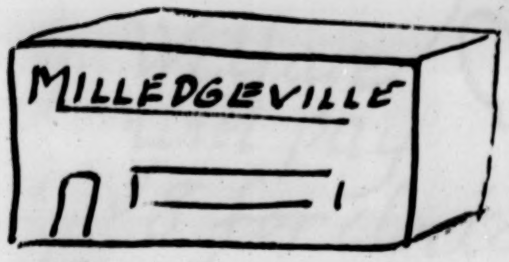
"Substitute father" cuts off aid

Mother can't have a man around

# Old Age Assistance

## requirements

Must be 65 or over



Not in an institution

Has lived in State one year

Hasn't transferred property within 2 years in order to become eligible for welfare

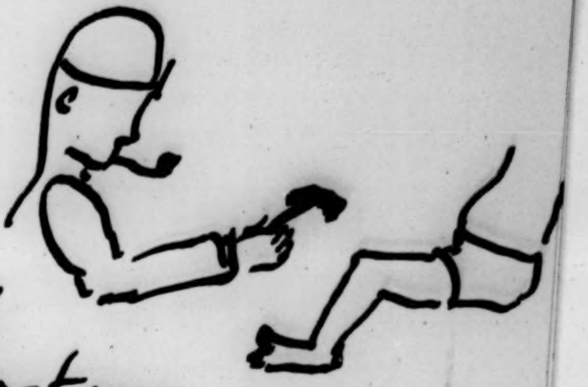
be in need

Top grant $75

# Aid to Disabled

Be totally disabled

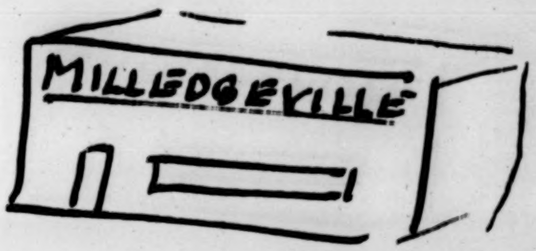
Physically or mentally



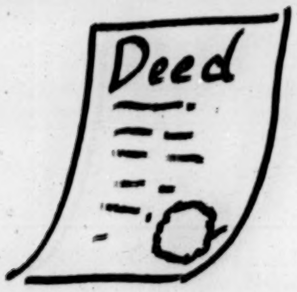
Welfare will pay $8 for doctor's examination

Be over 18 and younger than 65

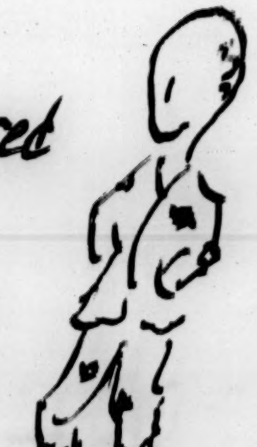
Live in state one year



Not in an institution



Has not transferred property in 2 years in order to become eligible for welfare



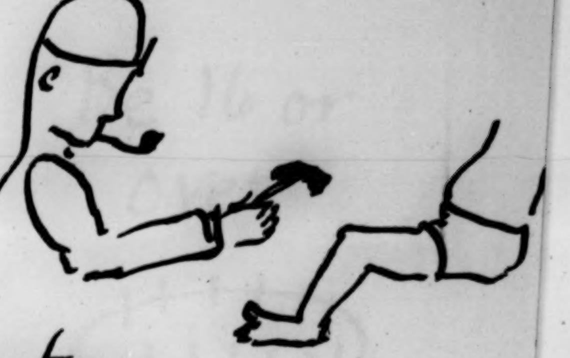
be in need

Top grant $75

# Aid to Disabled

Be totally disabled

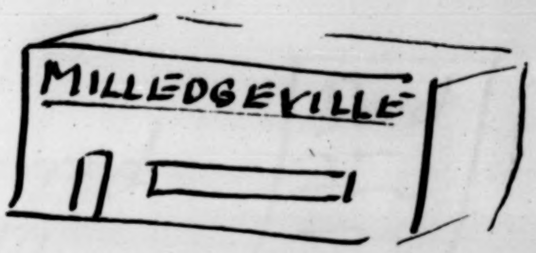
Physically or mentally



Welfare will pay $8 for doctor's examination

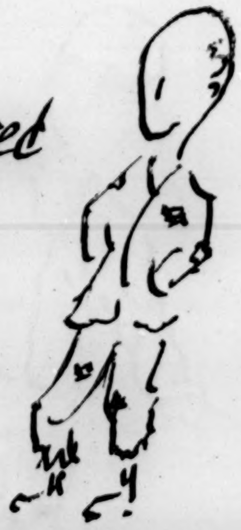
Be over 18 and younger than 65

Live in state one year



Not in an institution

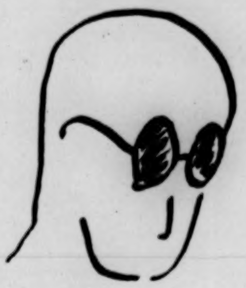
Has not transferred property in 2 years in order to become eligible for welfare



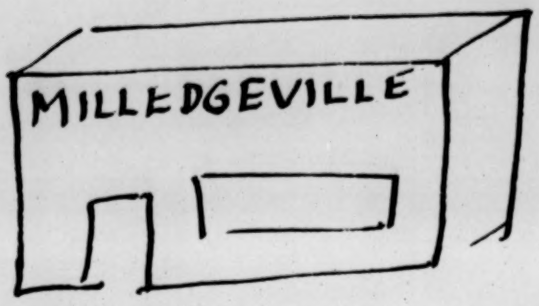
be in need

Top grant $75

# Aid to the Blind

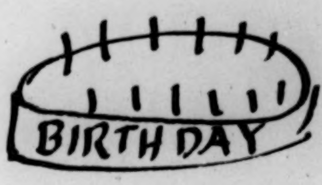


Be blind


MILLEDGEVILLE

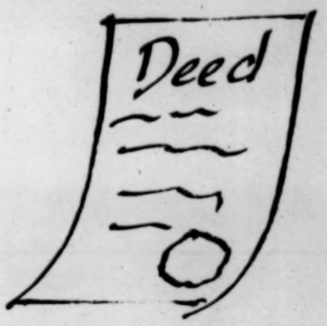
Not in an
institution

Be 16 or
over

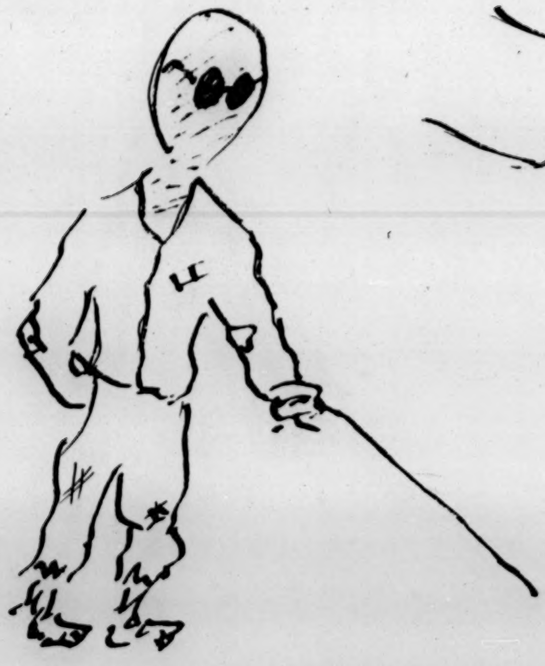


Live in state
one year

Hasn't
transferred
property
in 2 years
to become eligible
for welfare



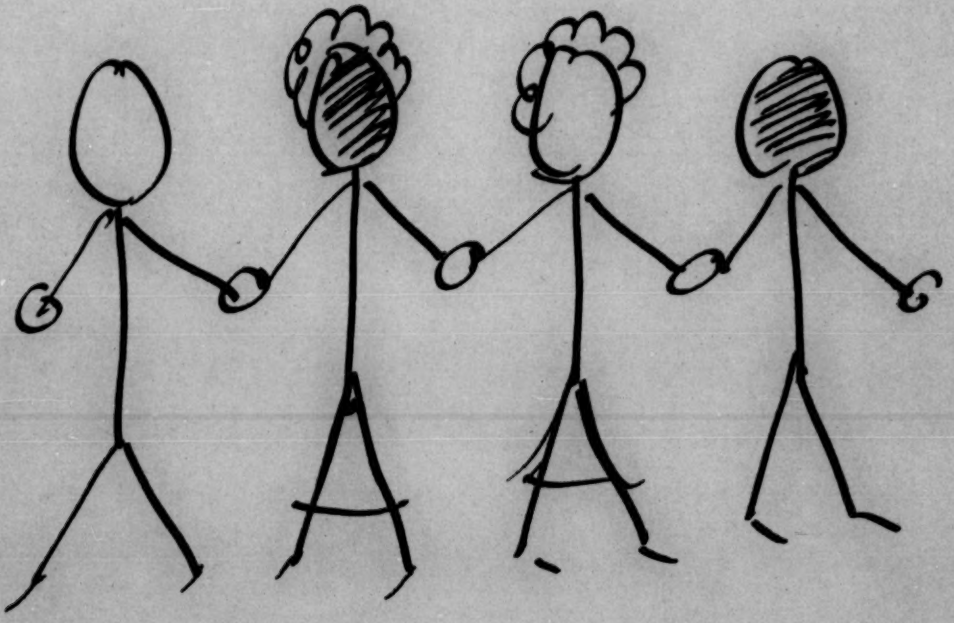
Be in
need



Top
grant

$75

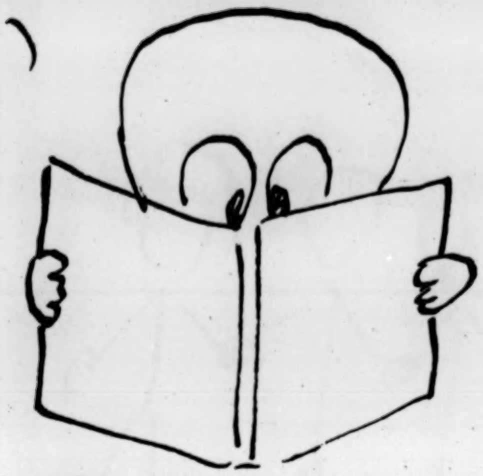
What can
we do
to help?



# Form a Committee

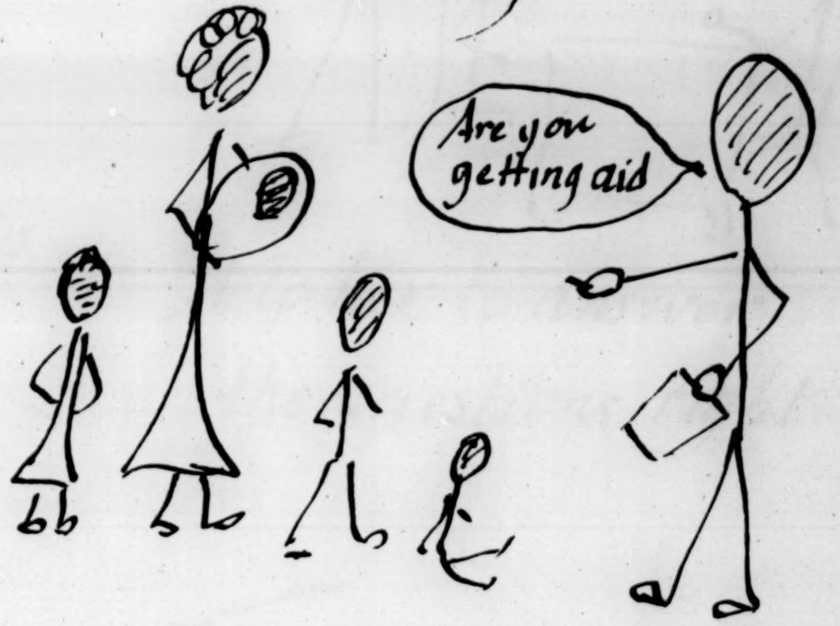
who will . . .

(1)

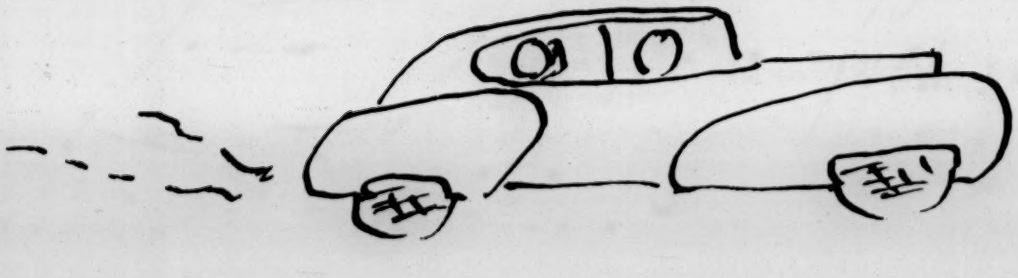


Study welfare rules

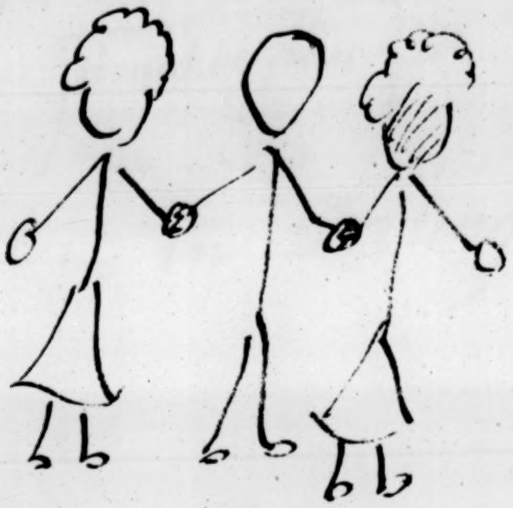
(2) Survey


Are you getting aid

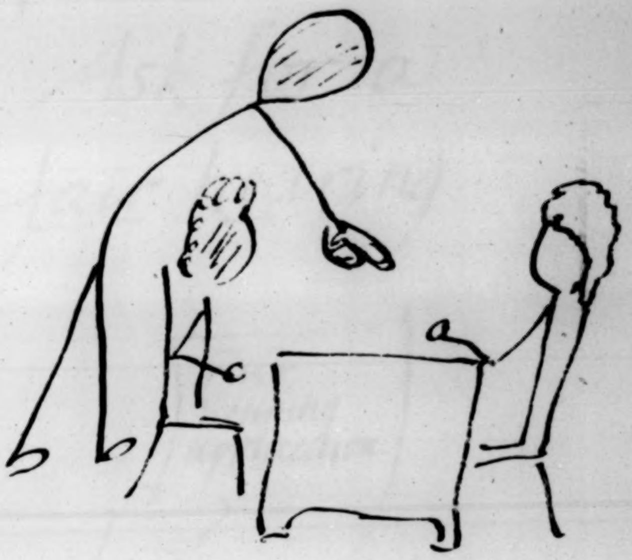
(3) Take people to the welfare office



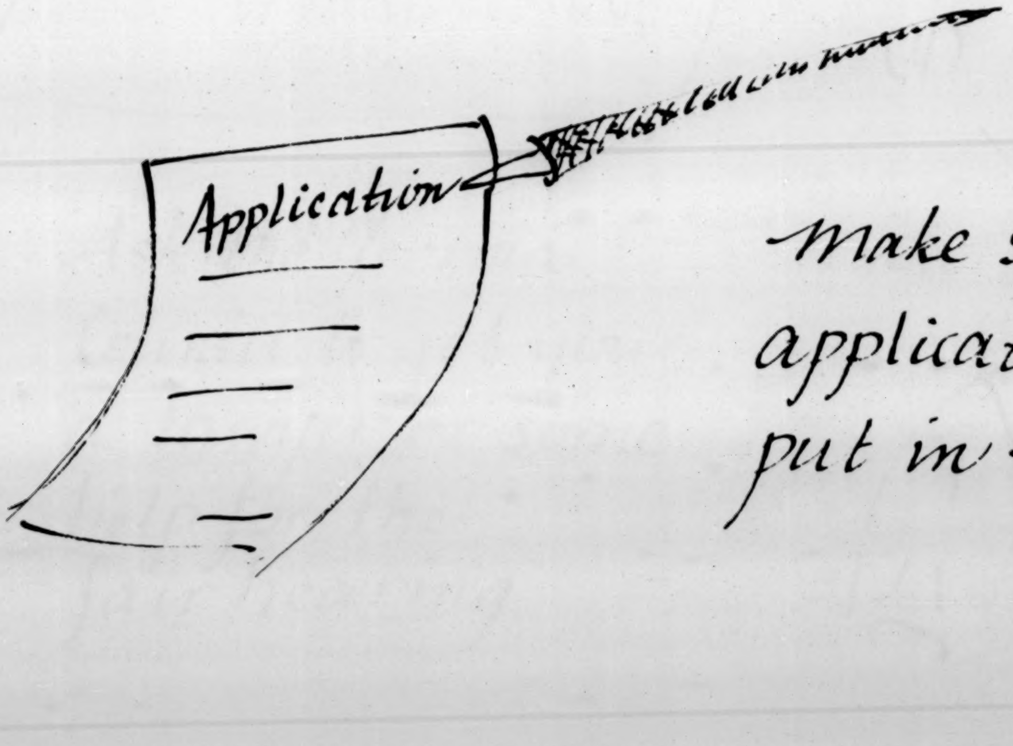
# Take people to the welfare office



Work with both
Negroes and whites



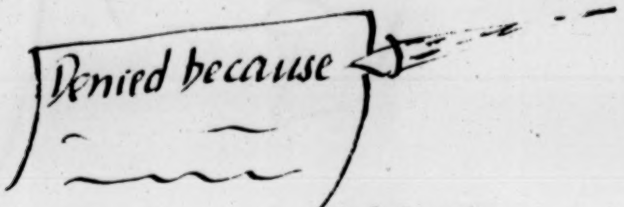
Help her to answer
the questions right



Make sure the
application is
put in writing

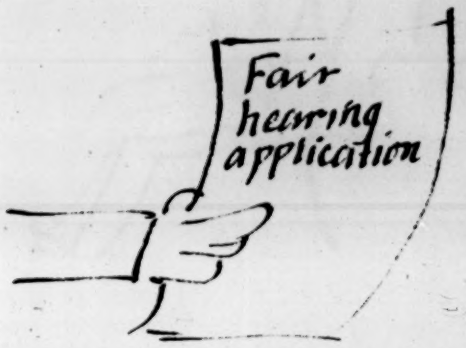
# If the welfare says "No"

(1)

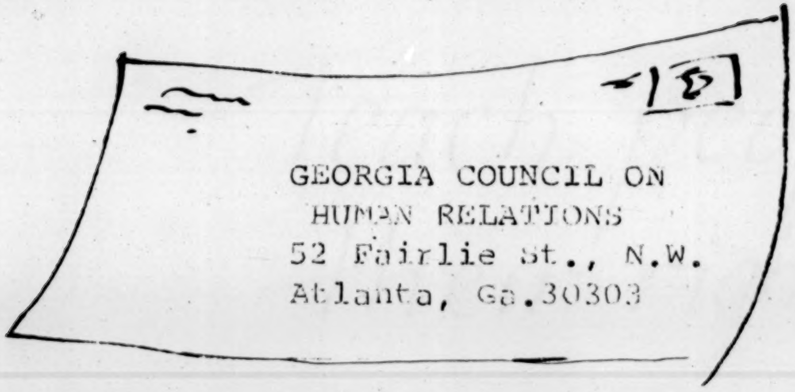

Denied because

Get it in writing

(2) Ask for a fair hearing

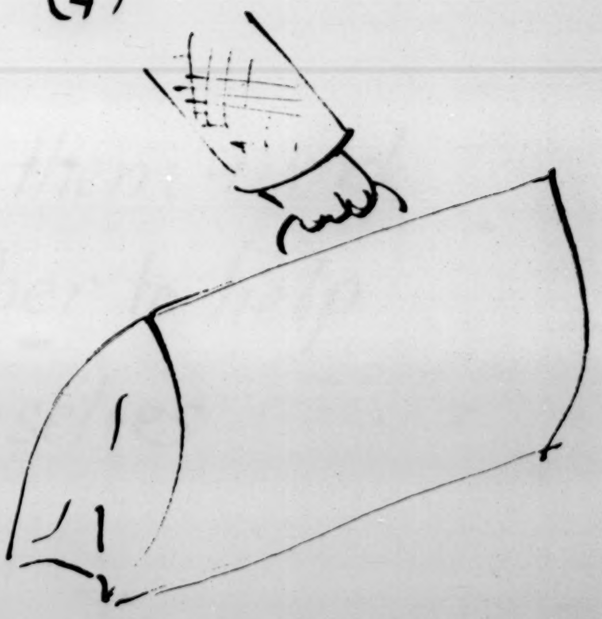

Fair hearing application

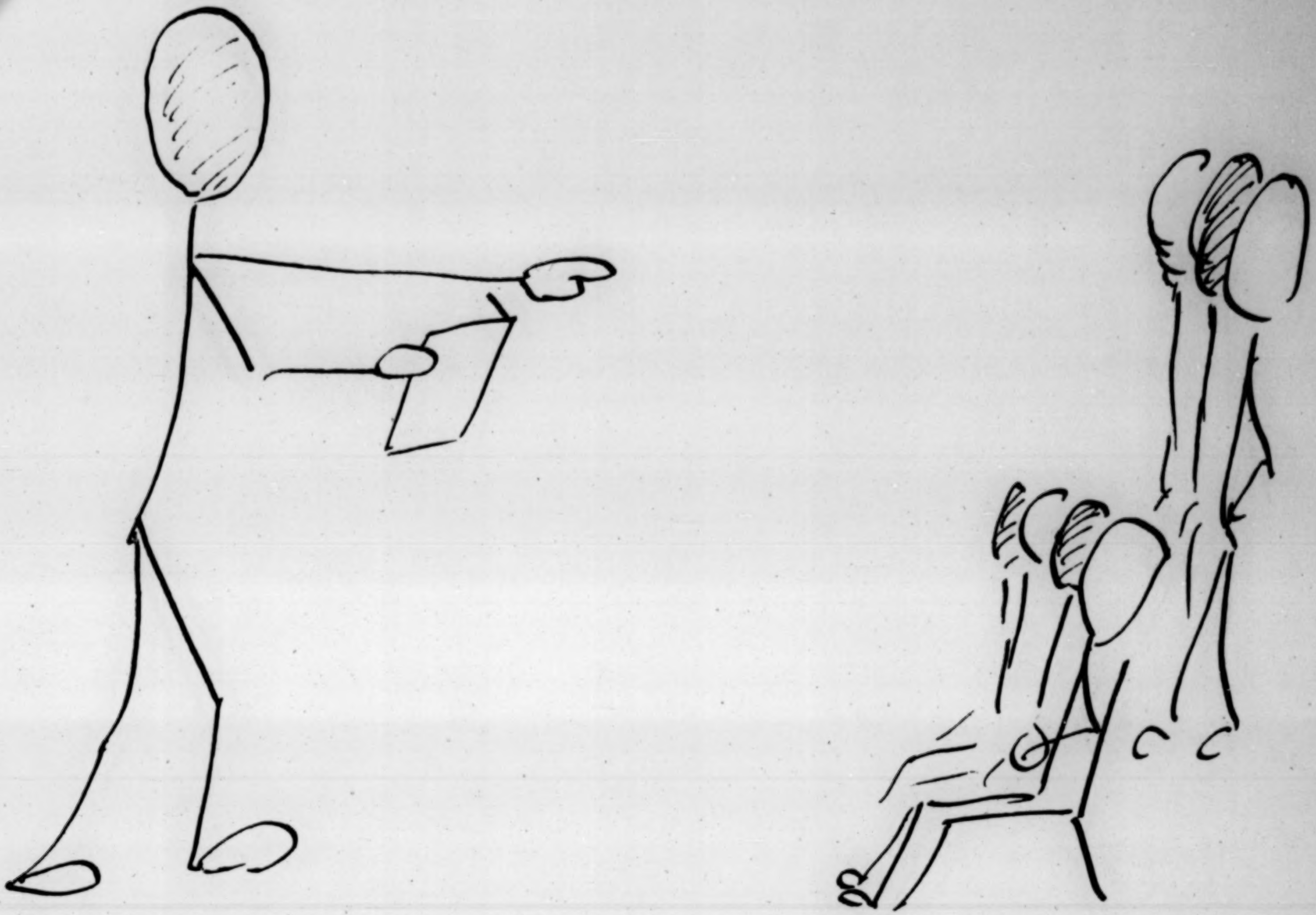
(3) Report to


GEORGIA COUNCIL ON
HUMAN RELATIONS
52 Fairlie St., N.W.
Atlanta, Ga.30303

(4)

Ask the Georgia Council to get you a lawyer or some help for the fair hearing





Teach people their rights

Help them work together to help themselves

JUL 27 1967

# CHAIRMEN OF LOCAL CHAPTERS OF THE GEORGIA COUNCIL ON HUMAN RELATIONS
## 1966-1967

**ATHENS:**
Rev. Harley E. Patterson
First Christian Church
268 West Dougherty Street
Athens, Georgia 30601

**AUGUSTA:**
Mr. Jack Munsee
Aumond Villa Apartments # 37
3151 Lake Forest Drive
Augusta, Georgia 30904

**BEN HILL COUNTY:**
Steering Committee

Secretary:
Rev. F. R. Rowe
408 South Hooker
Fitzgerald, Georgia 31750

**CHATHAM COUNTY:**
Rev. James L. Hooten
501 Barberry Road
Savannah, Georgia 31406

**COBB COUNTY:**
Mr. Ben Cheesman
224 Kennestone Road
Marietta, Georgia 30060

**COLUMBUS:**
The Rev. Thomas M. Stubbs, Jr.
4250 Roman Drive
Columbus, Georgia 31907

**DEKALB COUNTY:**
Dr. Norman R. Hayes, Acting Chairman
1605 Paxon Street, S. E.
Atlanta, Georgia 30317

**GLYNN COUNTY:**
Dr. J. Clinton Wilkes, co-chairman
814 Beachview Drive
Jekyll Island, Georgia 31520

Mrs. Morgan Grant, co-chairman
650 Beachview Drive
St. Simons Island, Georgia 31522

**HOUSTON COUNTY:**
Rev. Willie J. Johnson
114 Garmon Street
Warner Robins, Georgia 31093

Burke County
Rev John Ellis, Boggs Academy
Herman Lodge, 1139 Quaker Rd - Waynesboro

KIRKWOOD:
Mr. John Evans
80 Bates Avenue, S. E.
Atlanta, Georgia 30317

LAGRANGE:
Rev. Charles H. Wilhite
414 East Depot Street
LaGrange, Georgia 30240

MACON:
Rev. Marshall Stenson
1422 Chestnutt Street
Macon, Georgia 31201

Mr. Theodore Nordenhaug
Mercer University
Macon, Georgia 31207

NORTH DEKALB:
Rev. Howard J. Mack
4112 Deacon Lane
Chamblee, Georgia 30005

NORTHSIDE:
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3500 Ridgewood Road, N. E.
Atlanta, Georgia 30327

ROME:
Mr. J. W. Carten
914 West First Street
Rome, Georgia 30161

SOUTHWEST GEORGIA: Steering Committee:

Baker County:
Mrs. Josie Miller, 809 Newton Road, Albany, Ga. 31701
Mr. Julius Williams, Sr., RFD 2, Box 156, Newton, Ga. 31770

Colquitt County:
Mr. J. H. Roberson, 506 N.W. 1st. Ave., Moultrie, Ga. 31768
Mr. B. W. Williams, 123-5th St., S. E., Moultrie, Ga. 31768

Dougherty County:
Rev. M. F. Adams, 416 Lincoln Ave., Albany, Ga. 31701
Mr. Elliott Holden, % Atty. C. B. King, P. O. Box 1024
Albany, Georgia 31701

Mitchell County:
Rev. Dewey W. Robinson, Rt. 1, Box 78, Baconton, Ga. 31716
Mr. James Norman, P. O. Box 972, Baconton, Ga. 31716

Chairmen of Local Chapters - page 3

Southwest Georgia Steering Committee continued:

Sumter County:
Rev. J. R. Campbell, 107 East Lester Street
Americus, Georgia 31709
Mr. J. A. Paschal, P. O. Box 761, Americus, Georgia 31709

Thomas County:
Mr. Curtis Thomas, 630½ Fletcher Street
Thomasville, Georgia 31792
Mr. Willie H. Johnson, 1203 Wright Street
Thomasville, Georgia 31792

Tift County:
Mr. Isaiah Pertilla, P. O. Box 580
Tifton, Georgia 31794
Mr. William Copeland, Sr., 2719 South Main Street
Tifton, Georgia 31794

Worth County:
Mr. James Nellon, Route 1, Box 106
Warwick, Georgia 31796
Mr. Samuel J. Young, Route 2, Box 100
Warwick, Georgia 31796

June, 1967

MSS
546

SEDFRE

Georgia Leadership Development Series, 1967

**Box** 23
Folder 10

State Historical Society of Wisconsin

Please Retain Original Order

SEP 15 1967

September 13,1967

Dear Alice:

These names are from the Madison, Georgia Workshop held last week end. Tell Hank I am sending the film he sent to Spiver back to him by Greyhound Express. Ask him to please pick it up. I am sending the film today.

My warmest regards to everyone.

Sincerely,

Hooker

James T. McCain

# Participants - Georgia Leadership Development Series - Workshop #2 (C.E.)
## Sept. 8, 9, 10, 1967

Margaret Anglin
Box 4148, Campus Station, Athens, Ga.

William J. Anglin, Jr.
Box 4148, Campus Station, Athens, Ga.

Mrs. Grace Baily
Route 1, Rutledge, Ga. 30662

William B. Bailey
590 N. Milledge Ave., Athens, Ga.

Mrs. Johnnie Mary Binion
Route 1, Madison, Ga.

Hattie Boswell
Route 3, Box 235, Madison, Ga. 30650

Mrs. Bessie Boyd
943 Railroad Ave., N.E., Atlanta, Ga. 30326

Miss Robbie Nell Brown
606 Roosevelt St., Monroe, Ga. 30655

Geraldine V. Brown
Route 3, Box 239-A, Greenboro, Ga. 30642

Walter Bulter
Route 2, Box 55, Buckhead, Ga.

Alfred Burgess
Route 1, Box 35, Stephens, Ga. 30667

Mazie E. Burton
RFD 2, Box 125A, Sparta, Ga. 31087

Joseph Byers
101 Merrietta St. (EDA) Vista
Atlanta, Ga.

Simpson J. Clark
P. O. Box 490, Madison, Ga. 30650

Mrs. Queen E. Calquitt
R 1., Box 179, Bishop, Ga. 30621

John Calquitt
R 1 - Box 178, Bishop, Ga. 30621

Miss Clara M. Calquitt
Rte 1, Box 195, Bishop, Ga. 30621

Daniel Calquitt
R.F.D. 1, Box 178, Bishop, Ga. 30621

**Participants - Georgia Leadership Development Series - Workshop #2 (C.E.)**
**Sept. 8, 9, 10, 1967**

Cheryl Crawford
Route 2, Box 151, Madison, Ga. 30650

Miss Janis Rennee Frye
293 Tanner St. #576, Atlanta, Georgia 30312

Jean Frye
293 Tanner St. #576, Atlanta, Ga. 30313

Mrs. M. L. Gregory
Rte. 4, Box 47, Madison, Ga. 30650

Delores Gresham
Huntington Hall Fres., Fort Valley College, Fort Valley, Ga. 30642

Al Henry
342 Sixth St., N.E., Atlanta, Ga. 30308

Edith L. Hill
P.O. Box 414, Social Circle, Ga. 30279

Mrs. J. A. Isler
1115 Quaker Road, Waynesboro, Ga. 30830

Alphonso D. Jackson
P. O. #104, Maxeys, Ga. 30671

Miss Joyce Jackson
Rte 1, Good Hope, Ga. 30641

Miss Helen Jones
Rose Ison (?) Terrace, Apt. 11, Monroe, Ga. 30655

Wilkie Jordan
346 Wadley St., N.W., Atlanta, Ga. 30314

James Henry Jouk
Route 4, Box 56, Devereux, Ga. 31087

Annie Ree Lawrence
Post Office, Greensboro, Ga. 30642

Mrs. Charlie B. Lewis
858 Doyle St., Waynesboro, Ga. 30830

John McCown
718 New St., Sparta, Ga.

Mrs. Dorothy Mack
P.O. Box 92, Bostwick, Ga.

Annie Maude Massey
Route 2, Madison, Ga. 30680

Cora Lee Mitchell
Rte. 4, Garnett St., Madison, Ga. 30650

Dorothy Morrow
300 Oak Dr., N.E., Social Circle, Ga.

Percy Morrow
300 Oak Dr., N.E., Social Circle, Ga.

Frank Neal
RFD #4, Box #69, Madison, Ga.

Jean Osborne
193 Estoria St., S.E., Atlanta, Ga.

Eddie Lee Peats (?)
Post Office, Greensboro, Ga. 30642

Donna Piltingsrud
M-9 Callaway Garden Apts., Athens, Ga. 30601

Jacqueline Vaughn Polote
119 Pearl St., Madison, Ga. 30650

Catherine Ragsdale
P.O. Box 182, Loganville, Ga.

John J. Ramey
RFD 1, Monroe, Ga.

James Rounds
251 Berean Ave., S.E., Atlanta, Ga. 30316

Rev. A. K. Sapp
711 Jones Ave., Waynesboro, Ga. 30830 - Tel. #554-9221

Daryl Dean Schmidt
1017 Capitol Ave., S.W., Atlanta, Ga. 30315

Mr. Willie J. Simmon
R.F.D. 4, Box 353, Devereux, Ga. 31087

Mrs. Mary Lee Smith
Rte. 1, Box 101-A, Social Circle, Ga. 30279

Judy South
455 Highland Ave., Athens, Ga. 30601

Carrie J. Taylor
Rte. 4, Box 4B, Madison, Ga. 30650

W. M. Terrell
205 Pearl St., Madison, Ga. 30650

Johnny Thomas
Rte. 1, Madison, Ga.

Mrs. Susie Timmons
Rte 2. - Box 114A, Sparta, Ga. 31087

Hunry Tuggle
RFD 8, #122, Madison, Ga.

Mrs. Catherine Veasley
Route ?, March St., Madison, Ga. 30650

Henry Veasley
March St., Madison, Ga. 30650

John C. West, Jr.
Post Office Box 253, Greensboro, Ga. 30642

C. E. Whitfield (Mrs.)
618 Nesbitt St., Waynesboro, Ga. 30830

Harvey Wyatt
Route 3, Box 241, Madison, Ga. 30630

Mrs. Beathor B. Youngblood
R.F.D. 3, Box 67, Sparta, Ga. 31087

Scholarship, Education and Defense Fund for Racial Equality, Inc.
150 Nassau Street, New York, New York 10038

Robert Batchelder, Director
Joseph Duffey, Associate Director

55 Elizabeth Street
Hartford, Connecticut 06105
Telephone (203) 232 4451
(203) 232-4275

Affiliated with the
Hartford Seminary Foundation

Evaluations

NOV 4 1968

MR

# Center for Urban Ethics

October 30, 1968

Hey Brother Smith:

Sorry I haven't provided you with an evaluation earlier. The interim period has, however, allowed me to get some feed back and reflect on the session more critically. In spite of some obvious lacks, I think it came off well. On the positive side I think the following was accomplished:

--Members of the Ebony Business League really got to express themselves for the first time to other elements of the community that they, prior to this time, were remote from and to some extent afraid of.

--As Ted Pryor has controled the EBL with a tight fist primarily because he doesn't trust his people enough, this may have given him a more positive appreciation of the members of his group to articulate the programs and problems which he previously has hogged. This may also be the beginning of EBL members standing up to Pryor and expressing things which he is too busy to realize or 'hear'.

--Paul MacLemore of the Chamber of Commerce is potentially a vital force to Htfd's Black Community and was seen as something other than the Chamber's Boy. Though the question of purity versus goals arises here as we spoke of, communications were developed which I am told have already been of benefit.

--There was some mention of the need for political activism in Black Htfd. I am sure that a few of those present would be open to future sessions dealing specifically with political skills.

--The movie did go over big and provided a sound basis for the entire weekend. This is especially true since we were dealing with an all-male group. Thanks!

--The young adults were appreciated fully. The misconception that gangs are of little positive value was dispelled I think.

--The training design was good and did provide for total participation.

--There did seem to be an implicit realization that despite the fact that all were not 'in-tune' with the obvious elements of the Black Revolution (clothes and the like) there could be a give and take among the Blacks for the sake of the community ( especially when it comes to using black monies controlled by whites).

--The sessions were characterized by easy input. I don't think anyone felt that he was on the spot.

--Kevin was a gas!

--The reading materials were excellent.

On the negative side I found the following:

--After the Friday night session which lasted so late, I think your health began to show on you and by Saturday night you really seemed beat. I think this was really true for all present and I wonder if an initial all-male session was the wisest idea; some energy would have been saved which could have been diverted, no doubt, to partying.

--A lack of spirit after the opening sessions probably due to the fact that some people didn't show. For example, Butch Lewis and Doug Andrews would have been more "militant" had Doug's people shown. Thus an older brand of militancy did not confront the Pryors with the accusations that you posed on Saturday.

--The sensitivity aspects which were opened on Saturday were not picked up as they were on Friday night because Bert had to leave. I think two trainers should be present in the future even for a group of 20 or so....and yet I think a lot of it had to do with your health. Also, Bert's early departure meant an inability to listen to a businessman who learned to utilize a number of different elements in the Black community. Bert brought to the session a model which was early lost.

--I think the session dragged. Perhaps this was because the participants were all men and as the few enclosed evaluations point out, some consideration for the social aspects of a weekend for all men should be included in the future. I really don't see how this can be avoided.

--The fact that a solid group or community didn't participate throughout the weekend, no doubt, detracted from its effectiveness.

--More time should have been given to the reading materials, especially the significance of the GHEDIPLAN. This will tie-up with futher comments below.

--I wonder if objectives 4 and 6 of the design were spoken to fully? Should specific objectives and implementors have been more fully spelled out by the group?

--Though briefly mentioned on Saturday when you go down on Pryor about his doing exactly what the man has been doing in Black Communities ( planning for rather than in consultation with), I think this point could also have been emphasized more, especially for the EBL which is prone to forget the dude in the street they hope to 'reach'; thus the "or else" implication of Bert's statement about his appreciation of the hustler's knife and his appreciation of Bert's words hit right to the point.

Well, these are the things which initially come to mind as I look back on the session; I hope to be receiving your evaluation soon. Please tear down any of the observations I have made above; there were times that I missed things and I too very much need the feed back.

PEACE AND POWER,

Lynn

Shall be calling you soon as to future plans

TITLE OF WORKSHOP Community Problems

NAME Veasley, mrs. Cathering DATE Nov. 12, 1967

ADDRESS Route 14, March St. Madison, Ga. ORGANIZATION Action Inc.

## EVALUATION

I. Rate the sessions.

Sat.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| #1 National constitution | | ✓ | | by spending more time on Session |
| | | | | |
| | | | | |
| #2 film "no one to help us" | | ✓ | | |
| | | | | |
| | | | | |
| | | | | |

II. Rate the resource persons or trainers.

| Name | Excellent | Good | Poor | Can be more Effective by |
|---|---|---|---|---|
| John Zippert | ✓ | ✓ | | given more time |
| John McCown | | ✓ | | " ~~"~~ " |
| Carl Rachlin | | ✓ | | " " |
| Ronnie M. Moore | | ✓ | | " " |

III. What do you like best?

Every thing Wos Nice. [redacted]
The arrangement ~~d~~ or Set up are the
Work Skops.

IV. What do you like least?

DidnT Dislike enything the least.

**WORKSHOP EVALUATION - Page 2**

**V. This workshop has helped me in the following ways:**

1. Understanding more About the national Constitution. And giving more thought to it.

2. It has heleed me to Really Read And think Thing out and over befor Acting.

3. It has hele me to See that good things can be ACComplish from gropes And Community Pulling

4. ~~[illegible]~~ + working + Staying ~~[illegible]~~. Togther
~~Togther~~

**VI. Comments**

I have Enjoyed this Workshop Very much. And ~~[illegible]~~ Have Binefit frome iT in menny Ways. I hope Very much to Attend the next one. The workshop was Education And understanding.

TITLE OF WORKSHOP Georgia Leader-ships Development Series

NAME Cora Lee Mitchell DATE Nov. 12, 1967

ADDRESS Rte 4, Garnett St ORGANIZATION Action Inc. (Operation Future)

## EVALUATION

I. Rate the sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Title VI Civil Rights acts | | ✓ | | |
| Film - "No one to help us" | | ✓ | | |
| Self help actives | ✓ | | | |
| Constitutional Rights | ✓ | | | |
| | | | | |
| | | | | |
| | | | | |

II. Rate the resource persons or trainers.

| Name | Excellent | Good | Poor | Can be more Effective by |
|---|---|---|---|---|
| Spicer Harlen | ✓ | ✓ | | |
| Carl Rachlin | | ✓ | | |
| Rannie Moore | | ✓ | | |
| John Zippert | ✓ | | | |

III. What do you like best?

I think Community Problems - Needs

IV. What do you like least?

In a lot of cases people was taking over the group discussion. And not giving others a chance to be-come involved

WORKSHOP EVALUATION - Page 2

V. This workshop has helped me in the following ways:

1. Thinking
Orgenation Ideas

2.

3.

4.

VI. Comments

I have really enjoyed the seres of work shops I thing was inspiring and educational.

TITLE OF WORKSHOP Community Problems

NAME Simpson J. Clark DATE Nov. 12, 1967

ADDRESS Madison, Ga. ORGANIZATION ACTION, Inc.

## EVALUATION

I. Rate the sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| National Con. | ✓ | | | more time |
| Gen. Session | | ✓ | | |
| Film | ✓ | | | need in Local Comm. Mtgns. |
| Self Help | ✓ | | | More time |
| Problem Annalysis | ✓ | | | |
| | | | | |
| | | | | |

II. Rate the resource persons or trainers.

| Name | Excellent | Good | Poor | Can be more Effective by |
|---|---|---|---|---|
| Spiver W. Gordon | ✓ | | | givin more time |
| John Zippert | ✓ | | | or More Sessions |
| Ronnie Moore | ✓ | | | |
| Carl Rachlin | | | | |

III. What do you like best?

The enthusiasm and closness developed between leaders and pupils.

IV. What do you like least?

The time we had to spend on the entire session.

V. This workshop has helped me in the following ways:

1. Increasing knowledge + understanding.

2. Encouraging to help do more about my Community

3. Develop ways of identifying problems + needs.

4. Develope techniques in dealing with problems + people.

VI. Comments

I hope workshops can continue in this area of this nature + I will put forth more effort to include more people from my Community.
I have attended all three sessions however I failed to evaluate the other two. The were also excellent sessions.

TITLE OF WORKSHOP Community Problems

NAME Marion Fraleigh DATE 11-02-67

ADDRESS 145 Best Dr. Athens ORGANIZATION Action Inc.

## EVALUATION

I. Rate the sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Sat AM Workshops | | | | |
| – constitutional rights | | ✓ | | more output of information before questioning people |
| Problem Analysis + | | | | |
| Strategy Planning | | | fair | review points to remember re. working in + w. groups before group attacks problem or at least break in to prevent too much wasted time if no-one in group is able to do so — I think many people (at least I did) felt this session too unproductive for 1st hour. |
| | | | | |
| | | | | |
| Discussion on Co-ops Etc | ✓ | | | |

II. Rate the resource persons or trainers.

| Name | Excellent | Good | Poor | Can be more Effective by |
|---|---|---|---|---|
| Ronnie Moore | | ✓ | | |
| Carl Rachlin | | ✓ | | as above |
| Spiver Gordon | | ✓ | | |
| John Zippert | ✓ | | | |

III. What do you like best?

Session on co-ops

IV. What do you like least?

V. This workshop has helped me in the following ways:

1. information gained & reviewed

2. group discussion work

3.

4.

VI. Comments

I personally don't feel that problem-solving session was as meaningful this time as at previous conferences (esp. Sparks) but this is partly so because I was not as involved &/or receptive. Low attendance & small size of meeting places detracted from effectiveness of conference I feel

TITLE OF WORKSHOP ______________________________

NAME W. M. Terrell DATE 11-12-67

ADDRESS 205 Pearl st madisan Ga 30650 ORGANIZATION Morgan County VOTER L

## EVALUATION

I. Rate the sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Instruclon | ✓ | | | |
| wark shop os | | ✓ | | |
| | | | | |
| Co-OPs | ✓ | ✓ | | |
| VOTER Re | | | | |
| | | | | |
| | | | | |

II. Rate the resource persons or trainers.

| Name | Excellent | Good | Poor | Can be more Effective by |
|---|---|---|---|---|
| SPIVER | ✓ | | | |
| John ZIPPERT | ✓ | | | |
| John McCann | ✓ | | | |
| Mamne McMaars | ✓ | | | |

III. What do you like best?

IV. What do you like least?

WORKSHOP EVALUATION - Page 2

V. This workshop has helped me in the following ways:

1. to try to help my people at Home
to use what they have at home

2. to try to use the self help plan

3.

4.

VI. Comments

I hope to attend the next one

TITLE OF WORKSHOP

NAME alphouzo D. Jackson DATE

ADDRESS P.O.# 184 Maxeys, Ga ORGANIZATION Comunity action now.

Crawford Co
Oglethorpe C.

## EVALUATION

I. Rate the sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Goverment | | | | ✓ |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

II. Rate the resource persons or trainers.

| Name | Excellent | Good | Poor | Can be more Effective by |
|---|---|---|---|---|
| Beader | | ✓ | | ✓ |
| SPIVER | ✓ | | | |
| | | | | |
| | | | | |

III. What do you like best?

It was real good. only time and a little bit

IV. What do you like least?

time

V. This workshop has helped me in the following ways:

1. to become more interesting in, and most aware of How to help solve our major problems

2. to become better aquanton with and How I can help meet the Community needs

3.

4.

VI. Comments

TITLE OF WORKSHOP Community Problems

NAME Dorothy Morrow DATE 11/11/69

ADDRESS 1800 Memeorial Dr. Apt. I6 ORGANIZATION Operation Future

## EVALUATION

I. Rate the sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| U.S. Dept of Health Educ. Welfare | ✓ | | | Going back into the County & getting the people to seek Aware of what happen in our school & start doing something about it that step. |
| | | | | |
| | | | | |
| Bill of Rights | ✓ | | | Studying the constitution & review History book, newpaper & etc. |
| | | | | |
| Community Problem's Need | ✓ | | | Getting more information on resource of the individual & their need & then solve the Problem in our County. |

II. Rate the resource persons or trainers.

| Name | Excellent | Good | Poor | Can be more Effective by |
|---|---|---|---|---|
| Mr. Younge | ✓ | | | |
| John Lippert | ✓ | | | |
| Carl Rachlin | ✓ | | | |
| Sonnom | ✓ | | | |

III. What do you like best?

I like best the discussion on Education that occur in our County. the film which Ronnie Moore was connect in: Bill of Rights.

IV. What do you like least?

None

TITLE OF WORKSHOP Community Problems

NAME Dorothy Morrow DATE 11/11/69

ADDRESS 1800 Memorial Dr. Apt. I ORGANIZATION Operation Future

## EVALUATION

I. Rate the sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| U.S. Dept of Health Educ. | ✓ | | | Going back into the County & Getting |
| Welfare | | | | the people to see & aware of what happen in |
| | | | | our school & start doing |
| | | | | something about it that style. |
| Bill of Rights | ✓ | | | Studying the Constitution & |
| | | | | review History book, newspaper & etc. |
| Community Problem's Need | ✓ | | | Getting More information on resource of the individual & their need & then solve the Problem in our County. |

II. Rate the resource persons or trainers.

| Name | Excellent | Good | Poor | Can be more Effective by |
|---|---|---|---|---|
| Mr. Younge | ✓ | | | |
| John Lippert | ✓ | | | |
| Carl Rachlin | ✓ | | | |
| Sonnom | ✓ | | | |

III. What do you like best?

I like best the discussion on Education that Occur in our County. the film Which Ronnie Moore Was connect in. Bill of Rights.

IV. What do you like least?

None

WORKSHOP EVALUATION - Page 2

V. This workshop has helped me in the following ways:

1. This Workshop has helped me in information on Certain thing that I didn't no where to go & seek inform.

2. It helped me to refresh my memory in World History in field of Constitution which some & no other I didn't no anything about.

3. It help me to no where Was a Organization

4. Known as Co-Op that I had no idea exist & how it Can be help for the People in My County.

VI. Comments

On a whole I think this session of Workshop was very good. In this session I wasn't hard as in some other places.

TITLE OF WORKSHOP Georgia Leadership Developement Series

NAME Mrs. Annie M. Garden DATE November 12, 1967

ADDRESS Route 4 Box 36 Madison, Ga. ORGANIZATION Housing Committee

## EVALUATION

I. Rate the sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Registration and Housing | | ✓ | | |
| General Session | | ✓ | | |
| Self Help | ✓ | | | |
| Conitution of Rights | | | | |
| [illegible] | | | | |
| [illegible] | | | | |
| | | | | |

II. Rate the resource persons or trainers.

| Name | Excellent | Good | Poor | Can be more Effective by |
|---|---|---|---|---|
| Carl Rachlin | | ✓ | | |
| John Zippert | ✓ | | | |
| Spiver Gordon | ✓ | | | |
| John McCown | ✓ | | | more time |

III. What do you like best?

IV. What do you like least?

V. This workshop has helped me in the following ways:

1.

2.

3.

4.

VI. Comments

Work Shop was excellent

TITLE OF WORKSHOP

NAME Neal, F.B. + E.M. DATE Nov. 11, 1967

ADDRESS Route 4 Box 69 ORGANIZATION Action + etc

Madison, Ga

Church Group-

## EVALUATION

I. Rate the sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Friday | | ✓ | | |
| Saturday | | ✓ | | |
| Sunday | | ✓ | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

II. Rate the resource persons or trainers.

| Name | Excellent | Good | Poor | Can be more Effective by |
|---|---|---|---|---|
| Moore | ✓ | | | |
| Spiver | ✓ | | | |
| Zippert | ✓ | | | |
| | | | | |

III. What do you like best?

real answer

real Problems

IV. What do you like least?

Role playing

V. This workshop has helped me in the following ways:

1. Resources for direct information

2.

3.

4.

VI. Comments

The Conference are needed
The people need to know
more people of communities
should attend.
A list of church groups leaders should
be submitted to the mailing list.
Teachers, Preachers, lay, farmers,
day-labourers should be contacted
by person who have attended
conferences! send copies of notices
to key people — (road houses, bootleggers
service station attendants etc up.)

TITLE OF WORKSHOP Community Problems

NAME Helen M. Woolfork DATE 11-12-67

ADDRESS P.O. Box 135 Greensboro, Ga. ORGANIZATION THA

## EVALUATION

I. Rate the sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Sat. (Group Workshops) | | ✓ | | more Involvement<br>Dealing with problems that can likely be solved by groups. |
| | | | | |
| | | | | |
| Film (Louisiana Diary) | | ✓ | | |
| | | | | |
| | | | | |
| | | | | |

II. Rate the resource persons or trainers.

| Name | Excellent | Good | Poor | Can be more Effective by |
|---|---|---|---|---|
| Ronnie Moore | | ✓ | | Project himself more |
| Spiver Gordon | | ✓ | | Dictate Less |
| John Zippert | | ✓ | | Very Good Resourceful |
| John McCown | | ✓ | | Talk Less |

III. What do you like best?

The opportunity to really express ones' true feelings.

IV. What do you like least?

One or two people monopolizing the discussion

WORKSHOP EVALUATION - Page 2

V. This workshop has helped me in the following ways:

1. It has made me more aware of problems in my community that I may get involved in.

2. It has informed me of other resource persons whom I was not aware of previously.

3.

4.

VI. Comments

TITLE OF WORKSHOP Community Problems

NAME Edith J. Ingram DATE Nov. 10 - 12, 1967

ADDRESS 718 New Street; Sparta ORGANIZATION Democratic Club

## EVALUATION

I. Rate the sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Why Are We Here | Did | Not | Hear | Fully |
| Constitutional Rights | | ✓ | | |
| Welfare Rights | | ✓ | | |
| Self-Help activities | | | | |
| Fed War On Poverty | | | | |
| Problems Analysis + Strategy Planning | ✓ | | | |
| Community Problems | ✓ | | | |

II. Rate the resource persons or trainers.

| Name | Excellent | Good | Poor | Can be more Effective by |
|---|---|---|---|---|
| Carl Rachlin | ✓ | | | |
| John McCown | | | | Did Not Hear |
| John Zippert | ✓ | | | |
| Spiver Gordon | | | | Did Not Hear |

III. What do you like best?

The discussion on The Most Pressing Problems "Education" - A Duel system.

IV. What do you like least?

V. This workshop has helped me in the following ways:

1. To better identify the problem

2. I've learned how to properly report complaints and to whom these complaint should

3. be made.

4. To realize how little I know about our problems and ways of solving them.

VI. Comments

Program should be set up so that everyone will be exposed to the discussion of all of the leaders. By having sessions (2) at the same time I did Not Get a Chance to hear many of the resource persons or trainers.

TITLE OF WORKSHOP Community Problems

NAME Henry Veasley DATE NOV. 12, 1967

ADDRESS Rt. 4 March St. ORGANIZATION

## EVALUATION

I. Rate the sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Studying Community Cases | ✓ | ✓ | | |
| JOHN ZIPPert. | | | | |
| SPIVER | ✓ | | | |
| r | | | | |
| | | | | |
| | | | | |
| | | | | |

II. Rate the resource persons or trainers.

| Name | Excellent | Good | Poor | Can be more Effective by |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

III. What do you like best?

Loaning and. Creding Business.

IV. What do you like least?

V. This workshop has helped me in the following ways:

1. It has make me think on way how to improve my Community.

2.

3.

4.

VI. Comments

I have enjoy the session.

TITLE OF WORKSHOP

NAME Roosevelt Mitchell DATE 10/11/62

ADDRESS Rt. 4 Garnett Madison ORGANIZATION

## EVALUATION

I. Rate the sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| [redacted] | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

II. Rate the resource persons or trainers.

| Name | Excellent | Good | Poor | Can be more Effective by |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

III. What do you like best?

~~[illegible]~~ loon and Credit Best

IV. What do you like least?

V. This workshop has helped me in the following ways:

1. I have Enjoy The Part about the Credit

2. I Enjoying the ~~Fta~~ Flim

3. I Enjoy the Food

4. ~~I Enjoying~~

VI. Comments

TITLE OF WORKSHOP ______

NAME ______ DATE ______

ADDRESS ______ ORGANIZATION ______

## EVALUATION

I. Rate the sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Friday 8-10 Pm |  | ✓ |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

II. Rate the resource persons or trainers.

| Name | Excellent | Good | Poor | Can be more Effective by |
|---|---|---|---|---|
| Spenier Gordon |  | ✓ |  |  |
| Bonnie Moare |  | ✓ |  |  |
| Carl Rachlin |  | ✓ |  |  |
| Samual Ybunez | ✓ | ✓ |  |  |
| John Lipport - ~~[illegible]~~ - |  |  |  |  |

III. What do you like best?

Group discussions with resource people guiding them.

IV. What do you like least?

Group discussions where one person occupied all segment of the discussion ~~[illegible]~~ examples - asked, answered, and interperted the discussion as a personal domination

WORKSHOP EVALUATION - Page 2

V. This workshop has helped me in the following ways:

1. ____________________________________________

____________________________________________

2. ____________________________________________

____________________________________________

3. ____________________________________________

____________________________________________

4. ____________________________________________

____________________________________________

VI. Comments

____________________________________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

dont except this, I will
Mail you my Complete evaluation
of the entire work shop -

Mrs J. V. Patate

TITLE OF WORKSHOP__________

NAME Deray L Marrow DATE 11 12 19 67

ADDRESS 1800 Memorial Dr SE Apt I ORGANIZATION__________

## EVALUATION

I. Rate the sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| | ✓ | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

II. Rate the resource persons or trainers.

| Name | Excellent | Good | Poor | Can be more Effective by |
|---|---|---|---|---|
| | ✓ | | | |
| | | | | |
| | | | | |
| | | | | |

III. What do you like best?

the work are very important to me
I like the organization and hope that it
Could go on. we are goning strenth from
these works shops.

IV. What do you like least?

V. This workshop has helped me in the following ways:

1.________________________________________

2.________________________________________

3.________________________________________

4.________________________________________

VI. Comments

TITLE OF WORKSHOP Community Problems

NAME John L McCown DATE 12 Nov 67

ADDRESS 52 Fairlie St Atlanta ORGANIZATION Ga. Council

## EVALUATION

I. Rate the sessions.

| Title | Excellent | Good | Poor | Can Be Improved By |
|---|---|---|---|---|
| Individual Rights | ✓ | | | more time |
| Welfare Rights | | ✓ | | |
| Self Help Activities | ✓ | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

II. Rate the resource persons or trainers.

| Name | Excellent | Good | Poor | Can be more Effective by |
|---|---|---|---|---|
| Carl Rachlin | ✓ | | | |
| John Zippert | ✓ | | | |
| Spiver Gordon | ✓ | | | |
| Ronnie Moore | ✓ | | | |

III. What do you like best?

IV. What do you like least?

V. This workshop has helped me in the following ways:

1. The georgia Council on Humane Relations

CAN observe the changes in the attitudes of

2. individuals attending SEDERE [illegible] Work Shops

and it shows that you are Not a part of that

3. establishment thats too busy to be Concerned

our hats are of to you for a Job Well

4. done

VI. Comments

Georgia

JUL 27 1967

## AUGUSTA DESEGREGATION MEETING

| CITY | COUNTY | NAME AND ADDRESS |
|---|---|---|
| APPLING<br>30802 | COLUMBIA CO. | Blanchard, Mr. John P., Supt of Schools, Columbia County |
| | | Dent, Mr. Walker, Dent Road |
| | | Lagenby, Prof. Charlie, John P. Blanchard School |
| | | Morris, Mrs. Mary L., Registrar, Appling, Ga. |
| AUGUSTA | RICHMOND CO. | Certain, Joseph C., 1321 Holly St. |
| | | Dent, Mr. B. L.,1117 Gwinnett St. |
| | | Hardwick, Mrs. Pearl, 1627 Ramsey St. |
| | | Perdue, Miss Annette, 1547 Forest St. |
| | | Powell, E. C., 1121 11th St. |
| | | Robinson, Mrs. Rosa, 1007 7th Ave. |
| | | Thompson, Mrs. Helena, 608 Macon St. |
| | | Young, Rev. N. T., Sr., 1112 12th St. |
| BOWMAN<br>30624 | ELBERT CO. | Long, Mr. Welchel, Box 128 |
| CRAWFORDVILLE<br>30631 | TALIAFERRO CO. | Billingsley, Robert L., P. O. Box 190 |
| | | Edwards, Mrs. Luedella, Rt. 2, Box 147 |
| | | Evans, Mr. Dwellie, Rt. 2, Box 100 |
| | | Evans, Mr. John W., Rt. 2, Box 201 |
| | | Harris, Mr. Elijah, Rt. 1, Box 122 |
| | | Heath, Mrs. Mabel, Rt. 2, Box 110 |
| | | King, Mose, Rt. 1, Box 82 |
| | | Long, Mrs. Mary, 22 Lexington St. |
| | | Moore, Mrs. Urla M., P. O. Box 172 |
| | | Stewart, Mrs. Lula B., 60 Lexington St. |
| | | Wiggins, Mrs. Dorothy, Rt. 2, Box 6 |
| | | Wilson, Mrs. Sallie M., 60 Lexington St. |
| DANBURG<br>30632 | WILKES CO. | Bradford, Mr. Otho, Star Route 34 |
| DEARING<br>30808 | McDUFFIE CO. | Hobbs, Miss Daisy Lee, Route 1 |
| | | Wilson, Mr. Luther, Route 1 |
| DEVEREUX | HANCOCK CO. | Simmons, Willie J., RFD #4, Box 353 |
| ELBERTON<br>30635 | ELBERT | Dennis, Mrs. Neva J., 530 Jones St. |
| GARFIELD<br>30425 | EMANUEL | Mincey, Mollie Grace, Rt. 1, Box 163 |
| | | Walker, Miss Mollie Mae, Rt. 2, Box 121 |
| GIBSON<br>30810 | GLASCOCK CO. | Spells, Mr. Alton, Box 177 |
| GREENSBORO<br>30642 | GREENE CO. | Jackson, Mr. Eli J., F. S. Corry High School |
| | | Jackson, Mr. J. C., c/o Jackson Funeral Home |
| | | Jackson, Mr. Victor, Rt. 2, Box 4 |
| HERNDON<br>30430 | JENKINS CO. | Clark, Miss Betty Jean, Rt. 1, Box 54 |

| CITY | COUNTY | NAME AND ADDRESS |
|---|---|---|
| KEYSVILLE<br>30816 | BURKE CO. | Ellis, Rev. John, Boggs Academy |
| | | Francis, Mr. Charles W., Boggs Academy |
| | | Roberson, Mrs. Emma Dean, Boggs Academy |
| LINCOLNTON<br>30817 | LINCOLN CO. | Blackwell, Mr. James, Chief Registrar Lincoln County, Box 246 |
| | | Colvin, Mr. Curry, Chairman, County Commissioners, Lincoln County |
| | | Elam, Mrs. Annie Kate, Rt. 2 Box 114 |
| | | Estes, Mr. Charles L., Jr. Chairman, School Board Lincoln County |
| | | Freeman, Mr. J. R., Supt., of Education, Lincoln County |
| | | Gartell, Mrs. Gertrude, 189 Lovelace Rd. |
| | | Gumby, Miss Jessie, 191 Lovelace Rd. |
| | | Gunby, Mrs. Norris, 191 First Baptist Ave. |
| | | Hawes, Mr. Wayne J., Rt. 1, Box 187 |
| | | Jones, Esther, Rt. 2, Box 117 |
| | | Jones, Mr. William C., Rt. 2, Box 118 |
| | | Mason, Mr. Welcome E., Lincoln County Training School |
| | | Zellars, Mr. John H., Rt. 3, Box 202 |
| LOUISVILLE<br>30434 | JEFFERSON CO. | Ellis, Father Frank, St. Joan of Arc, Box 135 |
| | | Hannah, Mr. Odell, 420 W. 8th St. |
| | | Hannah, Mr. Ozzie M., Rt. 3, Box 170 |
| | | Mack, Miss Corene Deloris, 613 W. 8th St. |
| | | Smith, Mr. Louis RFD 1, Box 57 |
| | | Mack, Miss Corinna, 516 W. 8th St. |
| MARTINEZ | COLUMBIA CO.<br>&<br>RICHMOND CO. | Manning, Mrs. Thelma, Route 5, Box 189 |
| | | Starks, J. J., Blackstone Camp Road |
| MAYFIELD<br>31059 | HANCOCK CO. | Edwards, R. E., RFD., Log Cabin Center |
| METTER<br>30439 | CANDLER CO. | Boyd, Melvie, Rt. 1, Box 79 |
| | | Johnson, Mr. Cornell, Route 1, Box 248 |
| MIDDLETON | ELBERT CO. | Brownlee, Prof. E. H., Behtel's Grove High School |
| MIDVILLE<br>30441 | BURKE CO. | Lawrence, Richard, Jr., Rt. 3, Box 13 |
| | | Lovett, Mrs. Ruth, Rt. 2, Box 29½ |
| | | Riggs, Mrs. Clara, Rt. 2, Box 45½ |
| | | Riggs, Mrs. Lou Anna, Rt. 2, Box 42 |
| | | Tillman, Miss Fridie Mae, RFD 2, Box 39 |
| SHARON<br>30664 | TELIAFERRO CO. | Wheeler, Mrs. Anna, P. O. Box 15 |
| | | Wynn, Mrs. Rozella, P. O. Box 46 |
| SPARTA<br>31087 | HANCOCK CO. | Burton, Mr. Robert L., Clay Street |
| | | Clayton, Mrs. Undeen, East Broad |
| | | Ingram, Robert, 743 Burnett St. |

| CITY | COUNTY | NAME AND ADDRESS |
|---|---|---|
| SPARTA<br>31087 | HANCOCK CO. | Roberts, Merrilus, Sr., 557 E. Broad St. |
| STATESBORO | BULLOCH CO. | Kent, Rev. W. D., Sr. 222 Bullock St. |
| | | Lewis, Mrs. Aleathia, Box 271 |
| | | Lewis, Mrs. Charles, Davis St. |
| | | Lewis, Mrs. Lehta, Davis St. |
| | | Lovett, W. Gordon, P. O. Box 180 |
| | | McDuffie, Mrs. Eddie, 318 E. Main St. |
| | | Nunnally, Mrs. Erslee, Box 271 |
| | | Payton, Rev. & Mrs. H. R., Box 452 |
| | | Payton, Mrs. Ruth, Box 271 |
| | | Simmons, Bobbie, Lovett St. |
| | | Stevens, Tharon, 345 Johnson St. |
| | | Van Buren, Mrs. Hazel, Elm St. |
| SWAINSBORO<br>30401 | EMANUEL CO. | Allen, Mr. Thomas, Rt. 3, Box 275 A |
| | | Francis, Miss Joyce, 306 Pughsley St. |
| | | Givens, Miss Lyna, Rt. 1, Box 168 A |
| | | King, Miss Phyllis, A., 312 Oliphant St. |
| | | Lawrence, Richard, P. O. Box 444 |
| | | McLean, Mrs. Irene, C., Rt. 1, Box 210 |
| | | Pughsley, Mrs. Melvin, 411 S. St. |
| | | Williams, Prof. N. F., 229 New St. |
| | | Wright, Miss Johnye P., 305 Pughsley St. |
| SYLVANIA<br>30467 | SCREVEN CO. | Camp, C. D., Box 553 |
| THOMSON | MCDUFFIE CO. | Adams, Mr. Winton, Box 367 |
| | | Hill, Mrs. Eula Pearl, Rt. 2, Box 538 |
| | | Hunt, Mrs. Sara, 207 White Oak St., Registrar Clerk |
| | | Johnson, Mr. E. B., Jr., 70 Housing Project |
| | | Maxwell, Mr. J. A., Supt, of Education, Box 49 |
| | | Moore, Mrs. Carrie, T. Nathaniel Culpepper, 1076 Hunter Street |
| | | Rogers, Mr. Julian Rt. 3, Box 151 A |
| | | Wiley, Mr. King C., 1082 Pine St. |
| TWIN CITY<br>30471 | EMANUEL CO. | Handsom, Rev. A. M., Rt. 2 |
| | | Redding, Miss Daisy P. O. Box 300 |
| | | Sanford, Walter, Rt. 3 |
| | | Stokes, Miss Essie L., P. O. Box 64 |
| UNION POINT | GREENE CO. | Andrews, Mrs. Dorethea, Rt. 2, Box 99 |
| | | Hackney, Miles, Rt. 2, Box 131 |
| | | Howard, Miss Loraine, Rt. 2, Box 84 |
| | | Jeter, Mr. Gresham, Siloam Rd. |
| | | Richardson, Miss Origa, Rt. 2, Box 78 |
| | | Turner, Mr. Calvin, Rt. 2, Box 83 |
| | | Turner, Miss Florence J., Rt. 2 Box 83 |
| | | Turner, Mr. Joseph, Rt. 1, Box 81 |
| | | Evans, Charlie, Rt. 2 Box 90 |

| CITY | COUNTY | NAME AND ADDRESS |
|---|---|---|
| WADLEY<br>30477 | JEFFERSON CO. | Davis, Mrs. Ruby, Wadley-Barton Citizens League |
| | | Freeman, Mrs. Annie, Rt. 1, Box 169 |
| | | Greene, Susie H., P. O. Box 127 |
| | | Hinkins, Mr. John L., Wadley-Barton League |
| | | Johnson, Mr. B. A., Wadley, Ga. |
| | | Mincey, Mrs. Rosa B., Rt. 1, Box 321 |
| | | Shellman, Mrs. Lee, P. O. Box 572 |
| WARRENTON<br>30828 | WARREN CO. | Dawson, Mr. & Mrs. Alfonso, Hopson Rd. |
| | | Dodson, Rev. O. S., Railroad St. |
| | | Logan, Mr. Charles, Box 213 |
| WASHINGTON<br>30673 | WILKES CO. | Brittain, Mr. Miles H., 210 Peachtree St. |
| | | Dill, Mr. Sam, Rt. 2, Box 8 |
| | | Gilvin, Mrs. Volo A., 230 Norman St. |
| | | Jackson, Mr. John H., Wilkes County Training School |
| | | McClendon, Mr. Toombs, 215 Mercer St. |
| | | Willis, Miss Lillian, P. O. Box 447 |
| WAYNESBORO<br>30830 | BURKE CO. | Blakeney, Mr. R. E., 872 Jones Ave. |
| | | Brown, Mr. William, 538 W. 9th At. |
| | | Chalker, Mr. Roy, Editor, The True Citizen |
| | | Holmes, Mr. C. W., Waynesboro, Ga. |
| | | Jones, Dennie, 105 Lovers Lane |
| | | Lodge, Herman, 1139 Quaker Rd. |
| | | Lodge, Mr. Howard, 1135 Quaker |
| | | Huff, Mrs. Essie Mae, 113 Lee St. |
| | | Peterson, Mr. Joseph, 811 Cherry St. |
| WRENS<br>30833 | JEFFERSON CO. | Freeman, Mr. T. C., P. O. Box 182 |
| | | Holloway, Miss Earline, Washington St. |
| | | Holloway, Mr. Sam Willie, Washington St. |
| | | Jackson, Miss Julia, Rt. 1, Box 150 |
| | | Smith, Rev. E. J., 812 Thompson St. |
| | | Smith, Mr. Floyd, P. O. Box 261 |
| | | Turner, Rev. W. B., AME Church, Wrens, Ga. |
| WRIGHTSVILLE | JOHNSON CO. | Folsom, Mr. Joseph, Rt. 2 |
| | | Williams, Mr. F. L., Box 291 |

JUL 27 1967

## THOMASVILLE DESEGREGATION MEETING

| CITY | COUNTY | NAME AND ADDRESS |
|---|---|---|
| ADEL 31620 | COOK CO. | Clowers, Mrs. Valeria, Rt. 1, Box 76 |
| | | King, Mrs. W. C., 303 S. Oak St. |
| | | Mays, Rev. J. W., 208 Cherry St. |
| | | Nash, Mrs. Booker, 500 Meeting St. |
| | | Scott, Mrs. Candary, 608 W. Meeting St. |
| | | Slater, Mrs. Cela Mae, 513 W. Meeting St. |
| | | Slater, Mr. Thelpo, 513 W. Meeting St. |
| | | Strickland, Rev. J. J., 611 W. Sixth St. |
| | | Witherspoon, Rev. & Mrs. C., 514 W. 1st St. |
| | | Witherspoon, Mr. Paul, 527 Wells Ave. |
| ALBANY | DOUGHERTY CO. | Battle, Rev. Eddie L., 516 Robinson Ave. |
| | | Boles, Mrs. Eula D., 822 Byron Rd. |
| | | Brant, Rev. E. James, 618 Whitney Ave. |
| | | Butler, Mr. J. Y., 304 Bordon Dr. |
| | | Coleman, George, 1320 E. Residence Ave. |
| | | Daniels, Mrs. Carolyn, 2500 River Rd. |
| | | Daniels, James, 308 N. Davis St. |
| | | Giddens, Miss Vera Mae, 305 Dewey St. |
| | | Godson, Mr. Charles, 417 Louie Ave |
| | | Hall, Blanton, 402½ South Jackson |
| | | Harris, Alfonso A., 632 Whitney Ave. |
| | | Harris, Elijah, 623 Whitney Ave. |
| | | Harris, Rutha M., 623 Whitney Ave. |
| | | Hatcher, Rev. W. D., 421 Holloway Ave. |
| | | Hicks, Miss Elizabeth A. C., 630 Water St. |
| | | Hight, Mrs. Bertha D., 912 Newton Rd. |
| | | Hilson, Miss Loraine, 1305 S. Van Buren St. |
| | | Humphries, Mr. Benjamin, 507 Mercer Ave. |
| | | Jones, Mr. Andrew Davis, 517 Lincoln Ave. |
| | | Jones, Annette, 502 Corn Ave. |
| | | Jones, James Jare, 124 N. Cleveland St. |
| | | Jones, Lonetta M., 502 Corn Ave. |
| | | Kitchens, Mr. Herman, 229½ S. Jackson St. |
| | | Lawson, Sara, 321 Hayard Dr. |
| | | Mathis, Mr. Bobby Lee, 229½ S. Jackson St. |
| | | Morris, Richard, 916 Jefferies Ave. |
| | | Moseley, Rev. S. M., 1405 S. Madison St. |
| | | Murphy, Mrs. Elizabeth H., 425 Socity Ave. |
| | | Noble, Mrs. Aurelia, 522 Mercer Ave. |
| | | Price, Mr. Earl F., 413 Jefferies st. |
| | | Quartiman, Ola Mae, 1409 E. Residence Ave. |
| | | Ransome, Charles H., 833 Corn Ave |
| | | Reddick, Mrs. Berhta, 618 Jones Ave |
| | | Regain, Cordell, 402½ South Jackson |
| | | Reid, Andrew, 517 First Ave. |
| | | Reynolds, Rev. L. C., 703 Lincoln Ave. |
| | | Richard, Miss Joan, 504 S. Madison St. |
| | | Roberts, Mr. Dennis, Box 1024 |
| | | Shider, Isaac Gerome, 508 Mercer |
| | | Smith, Joseph, 304 A. Alice Ave. |
| | | SNCC, 229½ S. Jackson St. |
| | | Thompson, Mrs. Belle, Atlanta Life Ins. Co. |
| | | Toney, Miss Evelyn, 511 Carver Ave. |
| | | Wells, REv. Samuel B., 321 Merritt |
| | | Darten,,Miss Brenda, 610 1st Ave. |

| CITY | COUNTY | NAME AND ADDRESS |
|---|---|---|
| ALBANY | DOUGHERTY CO | Wilson, Mr. Eddie, 607 S. Monroe St.<br>Wingfield, Charlie, Jr., 316 Merritt St.<br>Wright, Father R. H., Cherry Laurel Lane<br>Young, George, 1511 E. Residence. Ave. |
| AMERICUS<br>31709 | SUMTER CO. | Bell, Mrs. Anna S., 507 N. Mayo St.<br>Brown, Rev. Charlie, 42 D - Brenson Dr.<br>Jones, Miss Annie M., 409 North Lee St.<br>Jones, Rev. P. L., 932 Ivy St.<br>Krinsky, Mrs. Harold, c/c The Famous<br>Paschal, Mrs. Mary J., 314 Academy St. |
| ASHBURN<br>31714 | TURNER CO. | Bucks, Mr. Willie, 406 Washington St.<br>Burks, J. W., P. O. Box 54<br>Burks, W. H., Box 21<br>Carithers, Mr. Vincent, Route 1 |
| BAINBRIDGE | DECATUR CO. | Dixon, Mrs. Marie, Hutto High School<br>Griffin, Dr. J. H., Broad St.<br>Hutchens, Mr. John ., County Agent<br>Hutto, Dr. M. B., 332 A-Broad St.<br>King, Rev. C. J., 1310 Third St.<br>Mann, Mr. W. D., Hutto High School<br>McIver, Mr. H. D. Jr., 336 Broad St.<br>Neal, Rev. H. G., 517 Clay St.<br>Ross, Mrs. Irene, 1009 Helen St.<br>Ross, Mr. Larry, Hall St.<br>Shepherd, Rev. C. E., 640 Hall St. |
| BLAKELY<br>31723 | EARLY CO. | Hubbard, Mr. A. R., Apt. 12, Howell<br>Burrell, Mr. Willimgton, P. O. Box 492 |
| BOSTON<br>31626 | THOMAS CO. | Horne, Miss Ruth, General Delivery<br>Jennings, Mr. J. E., Rt. 1, Box 88<br>Jones, Mr. R. L., Box 87 |
| CAIRO<br>31728 | GRADY CO. | Anderson, Rev. R. C., 210 Eighth St.<br>Chatmon, Forema Alfred, 373 Third St.<br>Cloud, Mr. Ernest, 200 Second Ave., S. W.<br>Flowers, Rev. H., 226 Eight St. S. W.<br>Williams, Mr. Lucious, Box 442 |
| CAMILLA<br>31730 | MITCHELL CO. | Adams, Mr. T. C., P. O. Box 188<br>Bullard, Mr. Robert L, 69 Henry St.<br>Carroll, Mr. William, 115 Lincoln St.<br>Slater, Mrs. 89 Lincoln St.<br>Toombs, Mr. James W., 41 Henry St. |
| CECIL<br>31627 | COOK CO. | Alford, Mr. & Mrs. Homer, P. O. Box 90 |
| COLQUITT<br>31737 | MILLER CO. | Beiley, Mr. Lucious, Rt. 3, Box 194<br>Miller, Mr. Milton, Rt. 3, Box 192<br>Sanders, Mr. Frank, Rt. 3, Box 79 A |

| CITY | COUNTY | NAME AND ADDRESS |
|---|---|---|
| CUTHBERT<br>31740 | RANDOLPH CO. | Shorter, Mrs. Rachel M., 506 S. Webster St. |
| DAWSON<br>31742 | TERRELL CO. | Daniel, Mrs. Carolyn, 601 First St. |
| | | Fedd, Rev. N. F., P. O. Box 181 |
| | | Kendrick, Miss Thelma, 439 S. Main St. |
| DONALSONVILLE<br>31745 | SEMINOLE CO. | George, Mr. Stein P., Seminole Co. Training School |
| | | Romoeau, Mr. R. D., Seminole Training School |
| | | Sampson, Mr. Leroy, 503 Baldwin St. |
| EDISON<br>31746 | CALHOUN CO. | Miller, Mr. Henry P., Box 387 |
| ELLAVILLE<br>31806 | SCHLEY CO. | Black, Rev. W. C., Box 121 |
| | | Brown, Mr. James, Rt. 1, Box 106 |
| | | Elwary, Mr. George, Rt. 1 |
| | | Harold, Mr. F. D., John H. Lewis High School |
| | | Wade, Mr. Samuel, Box 282 |
| FORT GAINES<br>31751 | CLAY CO. | Bankston, Mr. Richard, Rt. 1, Box 61 |
| | | Clark, Mr. James, Box 486 |
| | | Melvin, Mr. Angelo, Rt. Box 129 |
| | | Patmon, Mr. Walter, P. O. Box 506, Eufaulo Rd. |
| | | Hawkins, Mr. J. C. Fort Gaines, Ga. |
| GEORGETOWN<br>31754 | QUITMAN CO. | Davis, Mr. R. J., Kaigler Training School |
| LEESBURG<br>31763 | LEE CO. | Bruce, Miss Charity Mae, Rt. 1, Box 112 |
| | | Hawkins, Miss Willia Pearl, Rt. 1 |
| | | Simmons, Miss Fatima Thelma, Rt. 1, Box 58 |
| | | Simmons, Miss Zeleman, Rt. 1, Box 58 |
| | | Sims, Carrie Bell, Rt. 2, Box 41 |
| | | Wingfield, Miss Mary, Rt. 2, Box 157 |
| | | Wingfield, Mr. Willie J., Rt. 2, Box 157 |
| LENOX<br>31637 | COOK CO. | Henry, Mrs. Sylvia, General Delivery |
| | | Odom, Mr. M. W., Rents |
| | | Sneed, Mrs. Corene, General Delivery |
| LESLIE<br>31764 | SUMTER | Mays, Mr. James N., Route 1 |
| MORGAN<br>31766 | CALHOUN CO. | Foster, Lee, General Delivery |
| MOULTRIE<br>31768 | COLQUITT CO. | Brevard, J. H., 909 Fourth Street |
| | | Davis, Will, 437 Tenth St., N. W. |
| | | Felton, Julian B. 236 1st Ave., N. W. |
| | | Hunt, Mrs., 511 7th Ave., N. W. |
| | | Marks, Rev. & Mrs. Philip, 407 5th Ave. |
| | | Mobley, Guy, 1009 8th Ave., N. S. |

| CITY | COUNTY | NAME AND ADDRESS |
|---|---|---|
| NEWTON 31770 | BAKER CO. | Coe, Mrs. Cate, Post Office |
| | | Holt, Jack, Rt. 2, Box 133 |
| | | Strange, T. T., Box 111 |
| | | Williams, Mrs. Leola, Rt. 2, Box 68 |
| OAKFIELD 31772 | WORTH CO. | Washington, Mr. Kelsie, Rt. 1, Box 69 |
| OMEGA 31775 | TIFT CO. | Brown, James, Box 191 |
| PAVO 31778 | BROOKS CO. & THOMAS CO. | Hunt, Mrs. Ruth W., Rt. 1, Box 204 |
| PLAINS 31780 | SUMTER CO. | Solomon, Walter, General Delivery |
| QUITMAN 31643 | BROOKS CO. | Hicks, Ira, Box 411 |
| | | Thomas, Frank, 518 N. Warren St. |
| SPARKS | COOK CO. | Carter, Rev. C. J. |
| SYLVESTER 31791 | WORTH CO. | Cantrell, T. J., Pine Holley High School |
| | | Hamilton, Mr. & Mrs. S. L., P. O. Box |
| | | Jefferson, Mrs. Wylodine, 306 E. Railroad St. |
| | | Lumpkin, Mrs. 803 Franklin Street |
| | | Thomas, Mrs. Mary L., 507 Franklin St. |
| THOMASVILLE 31792 | THOMAS CO. | Gibson, Mrs. S. F., 400 W. Calhoun St. |
| | | Harding, William J., 1121 S. St. |
| | | Hill, Mr. Andrew, Rt. 1, Box 77A |
| | | Hill, Mr. Sam, 1021 W. Jackson St. |
| | | Ivey, Mr. Smith, Rt. 1, Box 83 |
| | | Jones, Mr. J. J., 323 W. Monroe St. |
| | | Miller, Miss Velma, 419 E. Clay St. |
| | | O'Neal, Willie, Jr., Rt. 2 |
| | | Powell, Mrs. W. J., 141 Seward St. |
| | | Varner, Mr. W. J., Douglas High School |
| | | Waters, Mr. Richard, 509 Pine St. |
| | | Watt, Mr. William A., Sr., 714 N. Dawson |
| | | Woodruff, Robert L., RFD 2, Box 127 |
| TIFTON 31794 | TIFT CO. | Barbour, Rev. & Mrs. C. C., 2212 Thornhill Rd. Rt. 2 |
| | | Mack, Mr. Richard, P. O. Box 178 |
| | | Mathis, Mr. Jeff, 701 Central Ave. |
| | | Morgan, Mr. John, Box 580 |
| | | Morrow, Mr. Edward, 601 Golden Rd. |
| | | Pertilla, Mr. Solomon, P. O. Box 580 |
| | | Starks, Mr. & Mrs. Kenneth, 319 Carolina Dr. |
| WARWICK | WORTH CO. | Young, Mr. Leroy, Rt. 2, Box 101 |

Georgia

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## COVINGTON SCHOOL DESEGREGATION MEETING

| CITY | COUNTY | NAME AND ADDRESS |
|---|---|---|
| BUFORD<br>30518 | GWINNETT CO. | Robinson, Mr. Willie C., 300 Roberts St. |
| CARLTON<br>30627 | MADISON CO. | Mack, Mr. Roy, Oglethorpe Co. Training School |
| CHAMBLEE<br>30005 | DEKALB | Anderson, Mrs. Lucille, 4117 Deacon Lane<br>Dixon, Rev. D. A., Zion Baptist Church |
| COLBERT<br>30628 | MADISON CO. | Carithers, Miss Bertha, Southside High School |
| COMMERCE<br>30529 | JACKSON CO. | Staples, Mr. Grover, 633 Pidgeon St. |
| CONYERS<br>30207 | ROCKDALE CO. | Darien, Mr. Charles, 249 Main St. |
| COVINGTON<br>30209 | NEWTON CO. | Broughton, Mrs. Ruby, 407 Brown St.<br>Dorsey, Mrs. Christine, 318 College St.<br>Price, Frankie, Rt. 1<br>Smith, Lester, 1144 Need St.<br>Thrasher, Mrs. Willie Florence, Rt. 1, Box 242<br>Young, Mr. Dan, Sanford's Funeral Home, N. West Street |
| FAYETTEVILLE<br>30214 | FAYETTE CO. | Pinson, Mr. W. T., General Delivery |
| FLOVILLA<br>30216 | BUTTS CO. | Ross, Mr. Archie, Rt. 1, Box 22 |
| FOREST PARK<br>30050 | CLAYTON CO. | Willis, Rev. W. M., 524 West St. |
| GRIFFIN<br>30223 | SPALDING CO. | Gresham, Miss Frances, 829 E. Salomon St.<br>Head, Mr. Raymond, Jr., 125 N. 8th St.<br>Raleford, Dr. Charles C., 218 W. Broad St.<br>Shopshire, Rev. J. N., 202 E. Broad St.<br>Touchstone, Mr. A. C., 116½ N. 8th St. |
| JACKSON<br>30233 | BUTTS CO. | Green, Mrs. Myra, 596 Mullet St.<br>Miller, Mr. William, P. O. Box 302 |
| JONESBORO<br>30236 | CLAYTON CO. | Henderson, Mr. C. L., 128 Watterson |
| LITHONIA<br>30058 | DEKALB CO. | Benton, Mrs. Martha, Rt. 2, Box 64<br>Burden, Mrs. Bessie, Rt. 2<br>Sanders, Mr. Lucius, P. O. Box 134 |
| MADISON<br>30650 | MORGAN CO. | Moore, Mr. Sidney, 111 College Dr.<br>Murry, Mr. Alfred, Rt. 2, Box 59<br>O'Neal, Mr. John T., Box 391<br>Turner, Mr. R. L., Jones & Turner Funeral Home |

| CITY | COUNTY | NAME AND ADDRESS |
|---|---|---|
| MCDONOUGH<br>30253 | HENRY CO. | McElhaney, Ora, Henry County Training School<br>Lemons, Mary A., Rte. 1, Box 131<br>Smith, J. E., Henry County Training School |
| MONROE<br>30655 | WALTON CO. | Butler, Mrs. Emma, 115 Perry St.<br>Cochran, C. P., Carver High School<br>Marshall, George, Box 423<br>Young, D. W., Box 312 |
| NEWNAN<br>30263 | COWETA CO. | Harrison, William, 17 Penson St. |
| REDAN<br>30074 | DEKALB CO. | Broughton, William, 6040 Paul Dr.<br>Kiley, Mrs. Yadie, 6026 Paul Dr. |
| SCOTTDALE<br>30079 | DEKALB CO. | Marignaz, Rev. G. D., 374 6th Ave |
| TUCKER<br>30084 | DEKALB CO. | Peters, Mrs. Amanda, 1948 Peters Rd. |
| MADISON<br>30650 | MORGAN CO. | Williams, Mr. G. C., Jr., Box 371 |

Georgia

## MACON SCHOOL DESEGREGATION MEETING

JUL 27 1967

| CITY | COUNTY | NAME AND ADDRESS |
|---|---|---|
| ABBEVILLE 31001 | WILCOX CO. | Stokes, Mr. Will, General Delivery |
| BARNESVILLE 30204 | LAMAR CO. | Bland, Mrs. Marion, B26 Railroad St. |
| | | Bush, Mr. Thedo, 122 Mill St. |
| | | Chasteen, Mrs. Mary H., 2 Washington St. |
| | | Taylor, Rev. G. T., 120 A Mill St. |
| | | Whetley, Mr. Amos, 14 Jenkins St. |
| BUTLER 31006 | TAYLOR | Hartford, Mr. John W., Rt. 2 |
| | | Lockhart, Mr. Earlie, Box 121 |
| | | Rowe, Mr. T. J., Rt. 2, Box 13 |
| COBBTOWN 30420 | TATNALL CO. | Byrd, Mr. James, Rt. 2, Box 2 |
| | | Byrd, Mrs. Mary Louise, Rt. 2, Box 192 |
| | | Davis, Miss Annie Ruth, Rt. 2, Box 183 |
| COCHRAN 31014 | BLECKLEY CO. | Robertson, Mr. Wilson, Box 123 |
| COLLINS | TATNALL CO. | Battle, Mrs. Marlene, P. O. Box 32 |
| | | Ealey, Miss Geraldine Marie, Rt. 1, Box 8 |
| | | Hart, Miss Joan W., P. O. Box 154 |
| | | Jackson, Elder Jesse, Rt. 1, Box 221 |
| | | Pough, Miss Leona, Rt. 1, Box 25 |
| | | Pough, Miss Pearl Lens, Rt. 1. Box 25 |
| | | Rhynes, Miss Greta M., Rt. 2, Box 171 |
| | | Smiley, Miss Roxie Anna, P. O. Box 32 |
| | | Wilkerson, Mrs. Bertha, P. O. Box |
| CORDELE 31015 | CRISP CO. | Brown, Mr. L. S., Gilliespie Selden Inst. |
| | | Jackson, Rev. N., 513 8th Ave. West |
| | | Singleton, Mrs. Rosa, 307 W. Fifth Ave. |
| | | Williams, Mrs. A. C., 1107 10th St. South |
| DUBLIN 31021 | LAURENS CO. | Burton, William Mr., 508 Marcus [illegible] |
| | | Edward, Rev. Bridges, 301 Mary St. |
| | | Harvey, Mrs. Ruth W., P. O. Box 65 |
| | | Hooks, Rev. H. Hollis, 419 S. Jefferson St. |
| | | Pearson, Mr. Alfred O.. Box 143 |
| | | Salter, Rev. Jerry, 118 W. Garner |
| | | Walthour, Mr. William, Dublin,GA. |
| | | Wilson, Mrs.Altheia, P. O. Box 1033 |
| EASTMAN 31023 | DODGE CO. | Bush, Mr. W. M., P. O. Box 293 |
| | | Carson, Foster, Rt. 2 |
| | | Harrell, E. K., RFD 2 |
| | | Jeffrie, Harvey, Rt. 2 |
| | | Spivey, Mrs. Barney, Rt. 6. Box 10 |
| | | Ward, Albert, Rt. 2 |
| EATONTON 31024 | PUTNAM CO. | Bailey, Mr. Willie, 105 Jackson Ave. |
| | | Daniel, Mr. Saldnia, 305 E. Sumter St. |
| | | Mathis, Mr. Fred, Jr., Box 387 |
| | | Simmins, Mrs. Birda, Rt. 3, Box 75 |
| FORSYTH 31029 | MONROE CO. | Clement, Mr. T. R., General Delivery |

| CITY | COUNTY | NAME AND ADDRESS |
|---|---|---|
| FORT VALLEY | PEACH CO. | Appling, Mr. Theodore A., 307 E. Church St. |
| 31030 | | Banks, Dr. S. W., Ft., Valley State College |
| | | Delton, Mr. Thomas, RAD, Box 49 |
| | | Ramscheram, Father, Fort Valley State College |
| | | Thornton, Mr. Paul, 205 Chestnut St. |
| | | Willis, Mrs. Ruth, Rt. 2, Box 22 |
| GLENNVILLE | TATNALL CO. | Futch, Quinton, 408 Church St. |
| 30427 | | Hall, Miss Mary, Rt. 2, Box 43 |
| | | Riley, Mrs. Ruth Lee, Glennville, Ga. |
| | | Stephens, Miss Anni-Laura, Rt. 2, Box 172 |
| GORDON | WILKINSON CO. | Thomas, Mr. W. Z., Gordon, Ga. |
| 31031 | | |
| GRAY | JONES CO. | Barfield, Mr. Alonza, Rt. 2, Box 97 |
| 31032 | | Tuff, Mr. Cornelius, Gray, Ga. |
| | | Wells, 1096 Main Street |
| | | Williams, Mrs. D. B., Rt. 2, Box 97 |
| HAWKINSVILLE | PULASKI CO. | McBhee, Mrs. Delores, Route 1 |
| 31036 | | |
| IRWINTON | WILKINSON CO. | Allen, Mr. General, Irwinton, Ga. |
| 31042 | | Hallery, Mr. L. S., Rt. 1 |
| JEFFERSONVILLE | TWIGGS CO. | Lewis, Mr. Freddie, Rt. 1, Box 120 |
| 31044 | | Mack, Mrs. Jessie M., Rt. 1, Box 65 |
| | | Roberts, Mr. Bennie, P. O. Box 46 |
| MACON | BIBB CO. | Alexander, Rev. C. M., 1745 Kitchens Rd. |
| | | Bonner, Mr. C. R., 1030 Shurling Dr. |
| | | Bulloch, James, 378 Grant St, |
| | | Calhoun, Dr. E. M., 580 Cotton Ave. |
| | | Carter, Rev. W. P., 275 Pursley St. |
| | | Cobble, Mr. H. Dann, 230 Second St. |
| | | Davis, Rev. Edsel M., Sr., 1745 Kitchens Rd. |
| | | Evans, Rev. E. S., 2172 Monroe Ave. |
| | | Habersham, Rev. A. L., 1028 Linden Ave. |
| | | Hendricks, Mr. Joseph M., 1473 Adams St. |
| | | Holmes, Rev. Joseph H., 617 Shurling Dr. |
| | | Hooper, Mrs. M. W., 1970 Vining Cir. |
| | | Horne, Mr. Alex, 325 N. First St. |
| | | Jackson, Atty. Thomas M., 755 Monroe St. |
| | | Key, Rev. J. L., Neighborhood Youth Corp. |
| | | Love, Miss Cleo, 327 Monroe St. |
| | | Lindsey, Miss Magielene, 3182 Millerfield Rd. |
| | | Mc Donald, Mr. Emory, 587 Monroe St. |
| | | McKay, Miss Ozzie B., 327 Monroe St. |
| | | Mosley, Mr. & Mrs. F. M., 626 Spring St. |
| | | Murray, Dr. Ennis, 2150 Neal Ave |
| | | Randall, Mr. Wm. P. 845 Forsyth St. |
| | | Rawls, Rev. Harold, 2231 Monroe Ave. |
| | | Rives, Mrs. Louise, 3182 Millerfield Rd. |
| | | Shaw, Rev. A. J., 127 Mosley Ave. |
| | | Stenson, Rev. M., 1422 Chestnut St. |
| | | [illegible] |

| CITY | COUNTY | NAME AND ADDRESS |
|---|---|---|
| MACON | BIBB CO. | Stone, Mrs. Lurenza, 2780 Montpetieo |
| | | Walton, Dr. D. T., 591 Cotton Ave. |
| | | Wilder, Rev. E. W., 4032 Robinson Rd. |
| | | Wynne, Mr. Lewis H., 845 Forsyth Ave. |
| MANASSAS<br>30438 | TATNALL | Calhoun, Doris, Rt. 2, Box 2 |
| | | Johnson, Miss Willie Mae, Rt. 1 |
| | | Seay, Annie Ruth, General Delivery |
| | | Seay, Miss Willard L., P. O. Box 83 |
| | | Seay, William Lee, |
| | | Smith, Ammie Lou, Rt. 1 |
| MARSHALLVILLE<br>31057 | MACON CO. | Felton, James A., P. O. Box 201 |
| MILLEDGEVILLE<br>31061 | BALDWIN CO. | Alston, Rev. Charlie, P. O. Box 725 |
| | | Austin, Mr. & Mrs. Charles, Box 142 |
| | | Brown, C. O., P. O. Box 142 |
| | | Heath, M. D., P. O. Box 810 |
| | | Hogan, James, Sr., 2165 Main Street |
| | | Jones, Benton, Elbert Street |
| | | Mency, Rev. T. L., 331 W. Liberty St. |
| | | Thomason, Rev. & Mrs. Robert T., P.O. Box 846 |
| MONTEZUMA<br>31063 | MACON CO. | Bailey, Robert W., Program Developer, West Central Ga. Area Planning and Development Commission |
| | | Cunningham, Thomas, 311 Asburry Ave |
| | | Fields, A. M., General Delivery |
| | | Lamar, Robert, 103 W. Artesian Ave. |
| | | Neal, Willie T., 104 Bartow Court |
| | | Waters, Earnest, 116 Catherine St. |
| | | West, Robert, West's Funeral Home |
| | | Mercedes, Mrs. D. Felton, P. O. Box 5 |
| MONTICELLO<br>31064 | JASPER CO. | Smith, Fred, Box 283 |
| | | Thompson, Andrew, Box 224 |
| | | Van Buran, Mrs. Cordens, 37 S. Warren St. |
| MOUNT VERNON<br>30445 | MONTGOMERY CO. | McLendon, Earl W., Box 281 |
| MUSELLA<br>31066 | CRAWFORD | Dennis, Thomas, Route 1 |
| OGLETHORPE<br>31068 | MACON CO. | Meadowa, Mac, P. O. Box 8 |
| PERRY<br>31069 | HOUSTON CO. | Arnold, Roy |
| | | Askew, Mr. & Mrs. James, 1317 Jackson Lane |
| | | Askew, Mr. & Mrs. Sherman, 1329 Jackson Lane |
| | | Clarington, Mrs. Mattie P., Rt. 2, Box 233 AB |
| | | Dixon, Clarence, Rt. 2 Box 310 |
| | | Dixon, Mr. Pearlie H., Sand Hill, Besst. St. |
| | | Durham, Mrs. Cora Lee, Rt.1, Box 10 A |
| | | James, Roosevelt, 1125 Lovely Lane |
| | | Lockett, Mrs. Cynthia, 1416 Houston Lake Dr. |

| CITY | COUNTY | NAME AND ADDRESS |
|---|---|---|
| PERRY | HOUSTON | Tharpe, Arthur, 1516 Houston Lake Dr. |
| | | Tharpe, Miss Susan, 1516 Houston Lake Dr. |
| | | Tharpe, Mrs. Susie, 1516 Houston Lake Dr. |
| PINEHURST | DOOLY CO. | Blacksher, Elisha, P. O. Box 113 |
| 31070 | | |
| PINEVIEW | WILCOX CO. | Johnson, J. L., Rt. 1. Box 19 |
| 31071 | | |
| REIDSVILLE | TATNALL CO. | Howard, Miss Elizabeth, |
| 30453 | | McArthur, Miss Geraldine, Brumby St. |
| | | Smith, Willie, Rt. 1, Surrency St. |
| | | Sumersett, Arnie Post Office |
| | | Towns, Gerald, Post Office |
| REYNOLDS | TAYLOR CO. | Bently, Johnny, Sr. |
| 31076 | | |
| ROBERTA | CRAWFORD CO. | Bentley, W. B., P. O. Box 169 |
| 31078 | | Pride, J. W., Box 141 |
| SANDERSVILLE | WASHINGTON CO. | Boyer, Miss Betty, 610 West Floyd |
| 31082 | | Dawson, Miss Bernice, Rt. 4, Box 349 |
| | | Harris, B. L., 213 Newman St. |
| | | Lucas, W. T., 127 Gilmore St. |
| | | Smithe, W. C., Box 402 |
| | | Steward, Rev. W. B., 310 Lovett St. |
| SOPERTON | TRUETLEN CO. | Gardner, Miss Julia, RFD 2, Box 191 |
| 30457 | | Hunter, L. C., P. O. Box 311 |
| TALBOTTON | TALBOT CO. | Howard, Mr. J. J., RFD 2, Box 60 |
| 31827 | | Lamar, Mr. Andrew, Rt. 2, Box 18 |
| | | McCray, Mr. Tim, P. O. Box 274 |
| THOMASTON | UPSON CO. | Green, Mr. George, 508 Bethel St. |
| 30286 | | Reeves, Mr. Robert J., 810 Holsey St. |
| UNADILLA | DOOLY CO. | Chaney, Mr. H. J., Rt. 1 |
| 31091 | | Kendrick, Mr. J. B., P. O. Box 203 |
| | | Turner, Mr. George, P. O. Box |
| VIENNA | DOOLY CO. | Barker, Rev. J. C., General Delivery |
| 31092 | | Fitzpatrick, Mr. & Mrs. T. M. |
| | | Goss, Mr. Alvie, Rt. 3 |
| WARNER ROBINS | HOUSTON CO. | Bynum, Mrs. Kathleen, 102 Washington St. |
| [illegible] | | Ferguson, Mrs. Anne, P. O. Box 14 |
| | | Jones, Mr. Charles, Rt. 1, Box 1022 |
| | | Jones, Florine, Rt. 1, Box 753 |
| | | Lee, Mrs. Ada, P. O. Box 14 |
| | | Smith, Mr. Silas, 1018 S. Davis Dr. |
| | | Smith, Mr. Walter, 120 Gormon |
| | | [illegible] |
| | | [illegible] |
| | | [illegible] |

| CITY | COUNTY | NAME AND ADDRESS |
|---|---|---|
| WARNER ROBINS | HOUSTON CO. | Tellinger, Mr. Bobbie Jean, Reid St. |
| | | Tharpe, Mr. James, 127 Simon St. |
| | | Thomie, Mr. Oscar, Rt. 1, Box 754 |
| | | Williams, Mrs. Ethel B., 809 3rd St. |
| | | Williams, Miss Felicia Ann, 109 Washington St. |
| ZEBULON | PIKE CO. | Glover, Mr. D. L., Box 272 |
| CONCORD<br>30206 | SCHLEY CO. | Hall, Miss Della, P. O. Box 96 |

JUL 27 1967

Brunswick.

| CITY | COUNTY | NAME AND ADDRESS |
|---|---|---|
| ALAMO<br>30411 | WHEELER CO. | Goram, Rev. A., P. O. Box 422 |
| | | Hall, Rev. L. H. Rte. 1, Box 85 |
| | | Hall, Mrs. Mamie O., Rte. 2, Box 20 A |
| | | Hall, Wiley, Alamo, Ga. |
| | | Harvey, Rev. J. W., Rte. 1, Box 85 |
| | | King, Mr. B. K.,Lumber City Road |
| | | Troupe, Mrs. Mary, Rte. 1 |
| | | Walker, Mrs. Merdis, P.O. Box 346 |
| | | Williams, Mrs. Dollie, P.O. Box 192 |
| | | Woodward, Mrs. Dorothea, P.O. Box 215 |
| ALAPAHA<br>31622 | BERRIEN CO. | Brown, Mr. Earnest, Box 237 |
| | | Carter, Mr. Richard, Alapaha, Ga. |
| | | Johnson, Mr. James, Pres. Alapaha Civic League, Gen. Del. |
| | | King, Mrs. Edna, General Delivery |
| | | Shipman, Mr. Brute, P. O. Box 243 |
| BAXLEY<br>31513 | APPLING CO. | Isom, Mr. J. B., General Delivery |
| | | Lewis, Mr. Walter, Box 188 |
| BLACKSHEAR<br>31516 | PIERCE CO. | Miller, Mr. Thomas, 204 Cherry St. |
| | | White, Mr. I. J., 4 Central Ave. |
| CLAXTON | EVANS CO. | Hendrix, Mrs. Pauline, Rt. 1, Box 268 |
| | | Stafford, Miss Juanita C., Maple St., Rt.1 Box 217 |
| DARIEN<br>31305 | MCINTOSH CO. | Hall, Mr. George C., Box 256 |
| DENTON<br>31532 | JEFF DAVIS CO. | Clark, Mrs. Mattie, Rt. 1 |
| | | Smith, Mrs. Elnora, RFD 1, |
| DOUGLAS<br>31533 | COFFEE CO. | Groom, Mr. T. J., 1301 Landers Street |
| ENIGMA<br>31749 | BERRIEN CO. | Phillips, Mr. Lonnie, Rt. 1 |
| | | Sims, Mr. James, Enigma, Georgia |
| GLENWOOD<br>30428 | WHEELER CO. | Burns, Mrs. Bexel, P. O. Box 433 |
| | | King, Morline, Rt. 2, Box 190 |
| | | McRae, Mrs. Mozelle, Snow Hill Road |
| | | Williams, Mrs. Cora, Box 367 |
| HAZELHURST<br>31539 | JEFF DAVIS CO. | Gaines, Miss Gloris, 106 Acker St. |
| HINESVILLE<br>31313 | LIBERTY CO. | Smiley, Mrs. Ineathen, 309 A Gause St. |
| | | Wood, Wallace, 309 A Gause St. |
| HOMERVILLE<br>31634 | CLINCH CO. | Steel, Mrs. Pearlie L., 102 Wilson St. |
| JEKYLL ISLAND<br>31520 | GLYNN CO. | Wilkes, Mrs. Clinton, 814 Beachview Dr. |

| CITY | COUNTY | NAME AND ADRESS |
|---|---|---|
| JESUP<br>31545 | WAYNE CO. | Cogdell, Mr. Leslie, 618 Pine St. |
| | | Collins, Rev. J. P., 682 W. Walnut St. |
| | | Jenkins, Mr. Norman L., 318 H. Fourth St. |
| | | Wilson, Mr. & Mrs. Wylie, 506 W. Walnut St. |
| LYONS<br>30436 | TOOMBS CO. | McLeod, Mrs. Arsula, Rt. 2 |
| MCINTOSH<br>31317 | LIBERTY CO. | Adams, Edward, Rt. 1, Box 147 |
| | | Baker, Patricia A., Rt. 1, Box 49A |
| | | Fairell, Willie, Rt. 1, Box 275-A |
| | | Jackson, Adelphenia V., Rt. 1, Box 101 |
| | | Johnson, Ralph L., Rt. 1, Box 86 |
| | | McLean, Mrs. Mabel, Rt. 1 |
| | | Smiley, Mrs. Rena, RFD 1, Box 15A |
| | | Smith, Theodore Frederick, Dorchester Academy |
| | | Smith, James, Mrs., Rt. 1, Box 32 |
| | | Stevens, Miss Rose, Rt. 1, Box 158 |
| | | Strodder, James, Jr., Rt. 1, Box 59 |
| | | Williams, Miss Bobvet, Rt. 1, Box 91 |
| | | Williams, Mrs. Maggie, Rt. 1 |
| MCRAE<br>31055 | TELFAIR CO. | Allen, Abe, 109 E. Anderson St. |
| | | Austin, Mrs. Eulie, Fourth Ave. |
| | | Horne, Alec, 325 N. 1st Ave. |
| | | Fletcher, S. J., P. O. Box 5 |
| | | McRae, Matthew, 424 Second Ave. |
| | | Smith, Miss Mary Bell, P. O. Box 175 |
| | | Wooten, Mrs., 500 Grant Street |
| MIDWAY<br>31320 | BALDWIN CO. &<br>HARDWICH CO. &<br>CATOOSA CO. | Blasingame, Mrs. Vendya, Box 78 |
| | | Maxwell, Rev. Charles, A., P. O. Box 64 |
| | | Smith, Samuel L., P. O. Box 63 |
| OCILLA<br>31774 | IRWIN CO. | Colquitt, Rev. Melvin S., 209 E. 7th St. |
| | | Davis, Clarence, Quality Cleaners |
| | | Davis, Curtis B., 520 E. Sixth St. |
| | | Davis, Ernest, 600 E. Sixth St. |
| | | George, Ruben, 608 Lincoln St. |
| | | Moore, Sandy, 301 Pine St. |
| | | Owens, Alphonso, Ocilla High and Industrial School |
| RICEBORO<br>31323 | LIBERTY CO. | Jones, Clarence, RT. 1, Box 132 |
| RICHMOND HILL<br>31324 | BRYAN CO. | Clark, Mrs. Nancy, Rt. 1, Box 80 |
| | | Jackson, Madalene, Rt. 1, Box 84 |
| | | Miller, Mrs. Jacqueline, Rt.1, Box 69A |
| VALDOSTA | LOWNDES CO. | Binford, Mr. R. P., 1002 W. Magnolia |
| | | Hall, Rev. W. H., 415 S. Ashley St. |
| | | Harris, Mr. Woodrow, 816 Bunch Dr. |
| | | Register, Mr. Jake, Rt. 4, Box 353 |

| CITY | COUNTY | NAME AND ADDRESS |
|---|---|---|
| VALDOSTA | LOWNDES | Saunders, Mr. J. W., 411 S. Ashley St. |
| | | Scott, Mr. & Mrs. George, 310 E. Branch St. |
| | | Stevens, Mr. E. B., 215 A. Branch Street |
| WALTHOURVILLE<br>31333 | LIBERTY CO. | Johnson, Mr. Allen, P. O. Box 32 |
| WAYCROSS | WARE CO. | Adams, Mr. J. N., 991 Folks St. |
| | | Bonner, Mr. T. W., 824 Whalez St. |
| | | Davis, Mr. C. E., 605 Lee Ave. |
| | | Denson, Mr. Collie, 614 Thomas St. |
| | | Denson, Mrs. Leona, 614 Thomas St. |
| | | Elbert, Mr. Clark, 907 Lee Street |
| | | Fluker, Mr. Lee Frank, 945 McDonald St. |
| | | Jackson, Rev. Daniel H., 805 Reynolds St. |
| | | Johnson, Mrs. Betty, Tebeau St. |
| | | Jordan, Mrs. I. H., 807 Daniel St |
| | | Lester, Mr. T. M., 786 State St. |
| | | McCory, Mr. Presley, 1021 Blackwell St. |
| | | Moore, Mr. E. E., Sr., 971 Tebeau St. |
| | | Perkins, Mrs. Carrie, 918 Quarterman |
| | | Phillips, Rev. T. T., 939 Oak St. |
| | | Richardson, Mrs. Willie Mae, Box 579 |
| | | Ross, Rev. J. E., 913 Daniel St. |
| | | Sarvis, Mr. T. C. , 903 Jones St. |
| | | Wynn, Dr. O. C., 617 Jones St. |
| WAYNESVILLE<br>31566 | BRANTLEY CO. | Hicks, Rev. Leveniel, Rt. 1, Box 10 |
| | | Murchison, Mr. W. C., Rt. 1, Box 15 |
| WOODBINE<br>31569 | CAMDEN CO, | Weston, Mr. Aaron, Rt. 1, Box |
| NASHVILLE<br>31639 | BERRIEN CO. | Black, J. H., 1302 Burgess Ave. |
| | | Favors, Mr. Willie, 914 E. Hamilton Street |
| | | Griner, Miss Elsie, Jr., P. O. Box 248 |
| | | Howard, Leo M., Box 308 |
| | | Johnson, Mr. Malkuc, 1317 Merrill St. |
| | | Miles, Mr. Leroy, 1411 Merrill Street |
| | | Moffitt, Mr. Frank, 105 Mathis Street |
| | | Moore, Rev. E. B., 306 N. Mathis St. |
| | | Nelson, Mr. Eddie, Nashville, Ga. |
| | | Owens, Mr. Samuel J., P. O. Box 357 |
| | | Price, Mr. J. W., P. O. Box 261 |
| | | Watts, Mr. J. W., 234 Cyprus Street |
| ENIGMA | BERRIEN CO. | Daugherty, Mr. Roosevelt, Route 1 |
| RAY CITY | BERRIEN CO. | Moore, Mr. Ellihue, Ray City |
| | | Miller, Mr. L. J., Box 1026 |
| | | Thomas, Mr. A. L., Jr., P. O. Box 1027 |
| FITZGERALD<br>31750 | BEN HILL CO. | Bailey, Rev. E. R., 602 W. Orange St. |
| | | Black, Mr. & Mrs. Clifford, Rt. 3, Box 185 |
| | | Crittenden, Mr. Joe , 114 North Hooker St. |

| CITY | COUNTY | NAME AND ADDRESS |
|---|---|---|
| FITZGERALD | BEN HILL CO. | Harrell, Mr. & Mrs. Jessie, Route #3 |
| | | Heath, Mr. H. D., 605 E. Lemon St. |
| | | Hiel, Mr. T. N., 501 Kenball Ave. |
| | | Jordan, Mr. Johnnie L., 312 E. Oconee St. |
| | | Kelly, Rev. D. E., 506 E. Pine St. |
| | | McGill, Rev. & Mrs. Shelly, P. O. Box 246 |
| | | Monroe, Rev. O. J., President Baptist Theological Seminary |
| | | Norkus, Mr. & Mr. Peter, Rt. 1, Box 22 |
| | | Rowe, Rev. & Mrs. F. R., 408 S. Hooker St. |
| | | Sinclair, Rev. & Mrs.,710 East Palm St. |
| | | Smith, Mr. James, 611 S. Meade St. |
| | | Street, Mr. George R., Gen. Manager Industrial Club, Rt. 4, Box 52 |
| | | Taylor, Theotis, Rt. 2 |
| | | Thomas, Mr. Joe, Jr., 701 E. Orange St. |

## Participants - Georgia Leadership Development Series - Workshop #1
## July 28, 29, 30, 1967

William B. Bailey
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943 Railroad Ave., Atlanta, Ga. 237-0039

Artie Brown
320 Nellie B Ave., Athens, Ga. 30601 - 543-3708

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RFD 2, Box 125A, Sparta, Ga. 31087 - 444-5726

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P. O. Box 309, Sparta, Ga. 31087 - 444-5306

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Simpson J. Clark
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Peter Fraleigh
145 Best Dr., Athens, Ga. 30601 - 548-7839

Mrs. Emma Jean Frye
293 Tanner St. #576, Atlanta, Ga. 30313 - 577-2442

Miss Janis Frye
293 Tanner #576, Atlanta, Ga. 30313 - 577-2442

Delores Gresham
Post Office, Greensboro, Ga. 30642 - 453-7977

Doris Harper
Rte. 2, Box 233-A, Sparta, Ga. 31087 -

Lue Birda Harper
Rte. 2, Box 233-A, Sparta Ga. 31087

James C. Hogan, Sr.
2165 Main St., Milledgeville, Ga. 31061 - 2-2668

Mrs. Mary Louise Hunter
Route 1, Box 34A, Stephens, Ga. 30667 - 759-3360

Edith Jacqueline Ingram
718 New St., Sparta, Ga. 31087 - 444-5112

Mr. J.C. Jackson
P.O. 213
Greenboro, Ga. 453-2059

Participants - Georgia Leadership Development Series - Workshop #1
July 28, 29, 30, 1967 Page Two

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P.O. #104, Maxeys (?), Ga. #759-3862

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Rte 4 - Box 56, Devereux (?), Ga. 31087 - 444-5463

Mildred D. Kendrick
Star Route, Mayfield, Ga. 31059 -

Rubie A. Kitchens
General Delivery
Sparta, Ga. 31087

Annie Ree Lawrence
Post Office, Greensboro, Ga. 30642 - 453-7311

Pasty Lawrence
Post Office Box 234, Sparta, Ga. 31087 - 444-5143

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858 Doyle St., Waynesboro, Ga. 30830 - 554-2965

Mrs. Charlie Bell Lewis
858 Doyle St., Waynesboro, Ga. 30830 - 554-2965

Deloris Lott
P.O. Box 381, Sparta, Ga. 31087 - 444-5734

Mrs. Lounette Mahoney
126 Hillard St., S.E. #626, Atlanta, Ga. 30312 - 524-6155

Dorothy L. Marron
300 Oak Dr. N. E., Social Circle, Ga. - #464-3537

Percy L. Marron
300 Oak Dr. N.E., Social Circle (Walton County), Ga. - #464-3537

Mrs. Annie M. Massey
R 2, Box 195, Madison, Ga. 30650 - 342-0513

Bertha McCray
P.O. Box 313, Sparta, Ga. 31087

Mrs. Cora Lee Mitchell
Rte. 4, Carnett, Madison, Ga. 30650 - 342-2826

Mrs. E. M. Neal
Route 4, Box 69, Madison Ga. 30650

Mr. F. B. Neal
Rte. 4, Box 69, Madison, Ga. 30650

Frances Pauley
52 Fairlie St., Atlanta, Ga. 30303 - 525-6468

Mrs. Catherine Ragsdale
P.O. Box 182, Loganville, Ga. - #466-4185

Jimmy Ransom
Rt. 1, Sparta, Ga. 31087

Lizzie B. Ransom
Rte. 1, Sparta, Ga. 31087

Mrs. Mamie Kate Ransom
Rte. 2, Box 40-A, Sparta, Ga. 31087

Marvin Ransom
Rte. 2, Box 40-A, Sparta, Ga. 31087

Mrs. Rutha Mae Ransom
Rte. 1, Box 80, Sparta, Ga. 31087

Rev. A. K. Sapp
711 Jones Ave., Waynesboro, Ga. 30830 - 554-9221

Carolyn Scott
Rte. 2, Box 99A, Sparta, Ga. 31087 - 4445143

Mary Simmons
Route 4, Box 347, Devereux, Ga. 31087

Mr. Willie J. Simmons
Rte 4, 353, Devereux, Ga.

Mrs. Bessie L. Smith
Rte 1, Cartlea, Ga. 30627 - 743-5983

James A. Smith
Rte 1, Box 311, Sparta, Ga. 31087 - 444-5183

Mrs. Mary Lee Smith
3345 Oak Valley Rd., N.E. Atlanta, Ga. 30326 - 261-0578

Mrs. Susie S. Timmons (?)
Rte 2, Box 114A, Sparta, Ga. 31087 - 444-3453

Mrs. Udell Williams
Route 2, Box 99C, Sparta, Ga. 31087 - 444-5757

Mrs. Anna N. Willis
901 Powelton Ave. (?), Sparta, Ga. - #5126

Helen M. Woolfork
P.O. Box 185, Greensboro, Ga. 30642 - 453-7088

Mrs. Beather B. Youngblood
R.F.D. 3, Box 67, Sparta, Ga. 31087 - 444-5519

8-24-67

MSS
546 SEDFRE

Grand Marie Vegetable Producers
Co-op Inc. (La.), 1967

**Box** 23
Folder 11

State Historical Society of Wisconsin

Please Retain Original Order

23 April 1966 [i.e. 1967]

APR 24 1967

Memo To: Ronnie Moore, SEDF-RE

Re: Letter of 4/19/67

From: John Zippert

i. This week I bought an OPEL Kadett 1967 for $1785 all costs and taxes in included. It has only four cylinders and is able to get 32-35 miles per gallon which is about a penny a mile to operate. Several more of your contacts sent some funds to assist me. Tjus far I have raised $1450. I borrowed the rest from Southern Consumers loan company. I bought thecar from a Negro salesman and the advertising brochure showed an integrated group of people admiring the car.

ii. I am still interested in your training program. Some time in the beginning of June I intent to come to New York with Carol, my fiancee, so she can meet my parents. We would be glad to spend some of our time as consultants if that would help to pay for the trip.

iii. I hope the amterial on SWAFCA is useful. — gave to MR 4/27/67/ao

iv. Grand Marie has shipped over 100 tons of cabbage already. I will contact that other source on the okra problem in the next few days.

JZ

FOR IMMEDIATE RELEASE. MAY 24, 1966

Office of the White House Press Secretary

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THE WHITE HOUSE

## Statement by the President

I have asked the U.S. Commissioner of Education, Harold Howe II, to call a national planning conference in Washington, July 18-20, on education for disadvantaged children.

The program provided by Title I of the Elementary and Secondary Education Act of 1965 has been started and the funds for this fiscal year dispersed in an unusually brief span of time. Its value has been clearly demonstrated. There are seven million children who are receiving a better education this year because our State and local school systems moved swiftly and with ingenuity to use these funds. We must now assure ourselves that progress is universal. The gains made in some schools can be duplicated throughout the Nation if we exchange information and ideas quickly.

To this end I have suggested to Commissioner Howe that he invite the chief education officer of each State to name a four-man delegation to the conference. This delegation would be comprised of the State's Title I coordinator, a represnetative from a State College or university, and a representative each from an urban and a rural area.

The conference will provide a working environment for exchanging ideas and exploring new methods of educating the children of poverty. It can concern itself with problems discussed in the report of the National Advisory Council on Education of the Disadvantaged.

I have asked Commissioner Howe to make the results of the conference known to all State educational agencies, and I hope this meeting will be the forerunner of a series of similar conferences in each State before the Fall school opening. We cannot rest until every boy and girl who needs special help in school receives it in the mose effective, imaginative form that American ingenuity can devise.

###

John Zippert
412 Westwego Street
Opelousas, Louisiana

29 June 1966

RECEIVED
JUL 1 1966
SEDF

Mr. Marvin Rich, Executive Director
Scholarship, Defense and Education Fund
for Racial Equality
150 Nassau Street
New York City

Dear Mr. Rich:

Mr. Richard Haley asked me to send you some more information on the present problem being faced by the Grand Marie Vegetable Producers Cooperative, Inc.

The co-op has three hundred, predominantly Negro, low income, sweet potato farmer and sharecropper members in five parishes (St. Landry, Acadia, St. Martin, Lafayette, Evangeline) of southwest Louisiana. These farmers have been working to establish the co-op for over ten months and have always possessed the assurance that the Farmers Home Administration would financially support them under authorizations in Title III of the Economic Opportunity Act.

The co-op has had great difficulty, though, in securing proper financial assistance in time to service its fifty members in the Arnaudville-Cecilia area ( St. Martin Parish ) who have early sweet potatoes and are ready to dig their potatoes now.

The FHA has pledged to make us this loan but it will take them sixty (60) days or more to process the loan. The ending of the Federal Government's fiscal year in two days has also tended to complicate the FHA's lending authority at least temporarily. We need to make certain expenses immediately to take care of the farmers with early potatoes. After a preliminary title examination by our lawyer ( that will cost $50) we will probably exercise an option on the sweet potato storage and packing facilities of Horiast Sibille in Sunset, Louisiana. We will have to pay him $750 on a three month lease of the property which will be counted toward the purchase price of $15,500 on the two curing sheds (capacity 80,000 crates), packing machinery and truck.

Perhaps our greatest initial expense will be sweet potato crates which are wooden wire bound boxes for transporting and marketing sweet potatoes. We need about 15,000 crates to take care of the potatoes of these early potato farmers. These crates cost about 40¢ a piece or about $6,000 for the amount needed. Other expenses we will have to incur immediately include: insurance, small repairs to the building and machinery, cost of materials, labor costs and other miscellaneous expenses. We need about $10,000 to begin operation of this co-op business and thus far we have only been able to raise about $1000 from our own poverty strickened membership. We would need this money for 60 to 90 days.

The FHA has promised to send us a paper indicating their willingness to make this loan provided certain procedural regulations and conditions are met. As soon as I have this paper in hand I will send you a copy if this will assist you in securing the funds. I am enclosing a chronology of the events in the formation and establishment of the co-op.

The poor farmers who have worked so long and so hard, have shown in their determination and dedication the type of cooperative spirit that will carry this project through and create new prosperity in this area. If there is anything that you can do to aid us in securing these funds in the face of this grave emergency we would greatly appreciate it. My phone numbers are 318-942-2810 or 318-948-8297 in case you have any additional questions.

Freedom!

John Zippert

John Zippert
CORE
Louisiana Field Staff

encl.
cc:
Mr. Richard Haley

Grand Marie Vegetable Co-op

Rec'd 7/5/66

July 2, 1966

Mr. Marvin Rich
150 Nassau Street
New York, New York

Dear Marvin,

I'm sure that by now you have received John Zippert's letter and chronology of the progress of the co-op. I think it's a marvelous example of self-help. It's noteworthy that even now these people are not asking for a grant or a donation ; they want a loan to cover an emergency. Let me point out, too, that this is not a johnny-jump-up project that somebody dreamed up two weeks ago; they've been working steadily for months.

These things spell out "dependability" to me, and I urge you to make a favorable presentation of their request to some potential source of immediate funds. Whatever the outcome, please let John know as soon as you can. He's sitting on a needlepoint.

Sincerely,

Richard

Richard Haley
CORE Southern Office
2209 Dryades Street
New Orleans, La. 70113

July 14, 1966

Mr. John Zippert
412 Westwego Street
Opelousas, Louisiana

Dear John:

Enclosed is SEDF's check for $5,000 which represents a 30-day no-interest loan to the Grand Marie Vegetable Producers Cooperative, Inc. This is a temporary loan until more proper agreement covering repayment schedule, interest, and a possibility of a larger amount can be negotiated. This should be negotiated before the expiration of thirty (30) days.

If this is satisfactory, would you have an authorized officer of the Grand Marie Vegetable Producers Cooperative, Inc. sign the attached carbon copy and return it to me.

Sincerely,

Marvin Rich
Executive Director

MR:hm
attachment

cc: Mrs. Deborah M. Cole, Aaron E. Norman Fund
Mr. Richard Haley

RECEIVED Five Thousand Dollars ($5,000) FROM SEDF AS A 30-DAY NO-INTEREST LOAN

By: ___________________________________

Grand Marie Vegetable Producers
Cooperative, Inc.

Grand Marie Vegetable Producers Co-op, Inc.
P.O. Box 17 Sunset, Louisiana

19 July 1966

RECEIVED
JUL 21 1966
SEDF

Mr. Marvin Rich
Executive Director
Scholarship Education and Defense Fund
for Racial Equality
150 Nassau Street
New York City 10038

Dear Mr. Rich:

We cannot find the words to express our gratitude to you, the Scholarship, Education and Defense Fund for Racial Equality, the Aaron E. Norman Fund and all other persons who assisted in getting the $5,000 loan for the Grand Marie Co-op.

The loan came at just the right time to help us because we were almost ready to give up . We had issued all the empty crates we had to farmers for digging purposes but we had no funds to buy crates for shipping potatoes. Today, we are packing the first load of sweet potatoes to be shipped by the Grand Marie Vegetable Producers Cooperative, Inc. We expect that the small farmers whose potatoes make up this carlot will receive at least fifty cents per crate more than they would have received from local shippers. Without your generous loan I do not think it would have been possible for us to have started operations today with the confidence that we can continue to work to improve the conditions of our members by marketing their produce at fair prices.

We enclose the signed copy of the agreement you sent. We have been told that our FHA loan has been told that our FHA loan has been approved and that we will get the check shortly ... needless to say are still waiting. We hope that we can return your $5,000 loan at the end of thirty days. Please send us more details on the terms you would require if it was necessary to get an extension on the loan.

Thank you once again for the tremendous help you have given our co-op.

'Till Total Equality,

Joseph Lee Malbrough
Joseph Lee Malbrough
President

RECEIVED
JUL 25 1966
SEDF

John Zippert
412 Westwego
Opelousas, La.

July 20, 1966

Dear Mr. Rich,

I thought I would write you a personal note to thank you for your assistance in acquiring a 30 day, no interest, $5000 loan for operating expenses for the Grand Marie Vegetable Producers Cooperative, Inc.

Yesterday, I was in Sunset at the co-op's packing shed to watch the processing and loading of the Grand Marie Co-op's first shipment of sweet potatoes. It is very difficult for me to say how I felt about it because I am still not altogether sure I actually believe it happened. We shipped 155 crates of U.S. No. 1 sweet potatoes at an F.O.B price of $5.50 to Albany, New York. The price was $4.60 after freight costs are omitted and of this the farmers whose potatoes composed this lot will get a little over $3.00 a crate. The local shippers were paying farmers $2.50 or less per crate.

Without your generous loan I do not think it would have been possible for us to begin operating yesterday with the confidence we now have that we will be able to continue operating for the full month of July for our members in the St. Martin parish early sweet potato area.

It has taken us ten long months to perfect this program to the point where it has become operational and meaningful to the poor people of this area. We have had over 200 meetings since we started, we have invested hundreds of hours of time, many miles of travel and a great deal of hope. We have had every sort of obstacle, bureaucratic delay, intimidation, mechanical difficulties and disappointment sent our way. But we are still fighting. The greatest part of this program is that it was done and built by the farmers for themselves and they know this, feel this and act upon this. With the exception of a little bookkeeping help and some pointers on ways for future expansion of the co-op - I almost feel it is time for me to move on to another community.

Thank you once again for your help at a time when it was most desperately needed to sustain the project. We are looking forward to repaying the loan shortly. If we do not get our loan by the first of August, we intend to take direct action in the form of a sit-in until we get our loan.

Freedom!

John Zippert
CORE
Louisiana Field Staff

August 2, 1966

RECEIVED

AUG 5 1966

SEDF

Mr. Marvin Rich
Executive Director
Scholarship, Education, Defense Fund
for Racial Equality, Inc.
150 Nassua Street
New York City

Dear Mr. Rich:

This will be a short informal letter of thanks. I am sure the co-op will send a longer more formal letter although there are no fancy formal words which could express our deep sense of gratitude and appreciation for your assistance in a form that was necessary at the time it was so unselfishly tendered. We are returning herewith your gracious loan of $5000.00 on an interest free basis. As you can see from the check it was drawn on our FHA loan account and I am happy to report as of Monday we have completed all necessary steps to receive our loan. We will also be returning Mrs. Cole's check from the Norman Fund as we now have funds under the loan.

I am sure that when the co-op pays off its own debts in the future and owns all of southwest Louisiana or in the event we have modest success I am sure we will not forget the assistance of the Scholarship,Education and Defense Fund for Racial Equality in our time of need and we may then be in a secure and stable financial position where we hope to be ~~im~~ able to contribute financially to the good work of your fund.

Till Total Equality

GRAND MARIE VEGETABLE CO-OP

By: John Zippert

John Zippert

Opelousas, Louisiana

Scholarship, Education
and Defense Fund, For Racial Equality, Inc.
150 Nassau Street, Room 1030
New York, N. Y. 10038

April 18, 1967

# MEMORANDUM

To: Ronnie Moore

From: Marvin Rich MR

**Subject: John Zippert's Request and the Southwest Alabama Cooperative**

Did you contact Steven Elias at Arcs Industries with regard to John Zippert's request for marketing okra?

Also, Andrew Norman would like to know more about the Southwest Alabama Cooperative. Can you find out from Zippert?

April 19, 1967

Mr. John Zippert
412 Westwego
Opelousas, Louisiana

Dear John:

Andy Norman, your old benefactor, would like to get some information as soon as possible about the Southwest Alabama Cooperative.

Do you know anything, can you get any information on it? Please respond promtly as we need this data as soon as possible.

Many thanks, and take care.

Sincerely,

Ronnie M. Moore
Director, Leadership Development

RMM:at

April 27, 1967

Mr. John Zippert
412 Westwego
Opelousas, Louisiana

Dear John:

I received your letter and material regarding the jazz I requested, thanks a lot. I'm happy that you got a car.

By the beginning of June we shall be running a series of seminars for community activists in the North Atlantic Region of the country. I will be very happy to use you as a consultant and to make a contribution for your expenses. Please write to me concerning this a little later on as we approach the month of June.

Congratulations on your engagement and my very best wishes for your future happiness.

Sincerely,

Ronnie M. Moore

RMM:at

COPY

July 27, 1966

Mr. John Zippert
412 Westwego
Opelousas, Louisiana

Dear John:

It is my understanding that Mrs. Deborah M. Cole of the Aaron E. Norman Fund is sending you today a check for $5,000 as a loan. Would you therefore return to SEDF the $5,000 loan which we extended to you on July 14.

It is important that we get this shortly so that we can begin making scholarship grants for which we are already committed.

I am glad to hear your report on the use which has been made of these funds.

Please call me collect.

Sincerely,

Marvin Rich
Executive Director

MR:hm

APRIL 7, 1967

Dear Ronny,

Just a short note of thanks for you efforts on behalf of a car for the continuance of my activities.

So far I have received three large contributions as a result of your efforts: James McCain $25-; Robert Wechsler $20; Willer Gellerman $20-.

I have now accummulated close to $1000.00 which I will use as a down payment on some transportation.

Will you be able to do anything on the fresh marketing of Clemson Spineless "baby" Okra? The co-op began shipping spring cabbage today. We still have 5000 crates of sweet potatoes to move. Our fertilizer supply business has really attrackted support even though many of members will not be able to benefit because of our cash trade policy-dictated by our financial position.

Any [illegible] ?

Keep Struggling,

John

[illegible] in the field and [illegible]

APRIL 7, 1967

Dear Ronny,

Just a short note of thanks for you efforts on behalf of a car for the continuance of my activities.

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Any SEDF-RE conferences on the horizon?

Keep Stugglin,

John

P.S. Plenty of room in the field and fields in Louisiana...

April 13, 1967

Mr. John Zippert
412 Westwego
Opelousas, Louisiana

Dear John:

I received your letter of April 7 and I was very happy to hear that my small attempt to expand your fund raising efforts had, at least, been of some help. As to the other question you raised, Marv recommended that you write to Stephen N. Elias, Vice President Arcs Industries, Inc., 475 Grand Concourse, New York, New York 10451.

The Leadership Training Program is moving along quite smoothly. Within the next couple of weeks or so, I will send you some materials to bring you up to date on our activities. I plan to use you as a resource person in the training program very soon.

Take care, don't work too hard. When are you coming to New York again? Whenever you get tired and want a trip to New York, write me before you're 21 and I'll arrange a workshop for you to attend and get a rest.

Sincerely,

Ronnie M. Moore
Director, Leadership Training

RMM:at

## Some Proposals on the Fresh Market Sales and Promotion of Clemson Spineless Okra

i. There are a large number of small Negro farmers and sharecroppers in the South who are growing the Clemson Spineless variety of okra. This variety of okra is smooth, small, 2½ to 3½ inches in length, used by processors for canning or freezing as whole un-cut okra but it is also a fresh market variety for table use. The present contract price for Clemson Spineless is five (5) cents a pound to the farmer from the processors. Many of the newly formed co-ops for low income farmers in the South have substantial acreage in this variety of okra. At the Grand Marie Vegetable Producers Cooperative in Sunset Louisiana we have approximately fifty (50) acres of this type on contract for the coming year. Sale by farmers of a fresh market variety of okra will also permit them to continue gathering okra for as long as it bears usually until the frost which is six to eight weeks after the canneries cease operations. Thus there exists or will exist a large supply of Clemson Spineless Okra under the control of Negro owned co-ops in the South which will be ready for shipment at or around June 1st.

ii. If it is feasible to ship Clemson Spineless Okra either in refrigerated trucks or by aircooled air freight to northern city markets, e.g., New York, Chicago, Philadelphia, Washington, D.C., St. Louis, Detroit, then some work should be done to promote its sale there in large amounts. It is possible by selling on the fresh market to realize twice as much for farmers on their okra. In order to sell okra in large quantities (2or3 truckloads a week to these various cities) we would need some permanent arrangements for its promotion. We will need to find outlets for the sale of this okra in these and other cities. We can do this through some large produce brokerage house, some chain store or series of chain stores or a staff of our own people either from the South or recruited in the North who would be brokers on the markets and sell directly for us. The packaging and the possibility of uniform labeling would need to be researched. If the co-ops could agree upon a standard label ( Black Power Brand) then the marketing could be done for the group at a savings to all the memberv co-ops participating. It might be possible to prepackage this okra in airated plastic bags ( this would provide moren employment locally) or vexar net bags which would already be imprinted with the trade name of the group. Thus, research is necessary to determine and locate outlets, markets, transportation, packaging, trade marks and to resolve other technical problems connected with the fresh market sale of okra.

iii. We have approximately six (6) weeks to find some efffective way of instituting the above suggestions. Please refer comments and offers of assistance to the address below.

John Zippert
1520 North. Market Str.
Opelousas, Louisiana

I hope you can help us
with this marketing project.

Steven

Frozen W

GRAND MARIE VEGETABLE PRODUCERS COOPERATIVE,INC.
P.O. BOX 17, SUNSET, LOUISIANA 662-5272
MARCH 9, 1967

Dear MEMBER,

The Grand Marie Vegetable Producers Cooperative, Inc. is having a very important general membership meeting for all of our members and their friends who would like to join the co-op. This meeting will be on WEDNESDAY, MARCH 15th., 1967, at 7:30P.M. in SUNSET, LOUISIANA at the CO-OP'S SHED.

At this meeting we will discuss our program for the coming year. Your co-op is expending. This year we will handle several vegetables: okra, cabbage,cucumbers,bell peppers besides sweet potatoes. We have applied for an FHA loan to pay our farmers,in cash, within 7 (seven) days of delivery for their sweet potatoes that are shipped out. WE are sending you an okra contract for marketing your okra crop through the co-op-please bring it with you to the meeting if you are intereste in signing up. We also plan plan to sell fertilizer and farm supplies to you through the co-op.

Our membership is now open to all farmers, regardless of race, who want to join the co-op for sweet potatoes or okra or any of the other services. Those who have paid their $20 membership fee last year are members of the co-op for life and will not have to pay this fee again. New Members will have to pay the fee but may do so as they sell their products with the co-op.

We are sure all of our members will be interested in the prices for fertilizer which the co-op has been able to secure by volume purchase for our 300 members. The co-op will keep a small stock of fertilizer for you in Sunset but wishes to arrange direct delivery from the plant to you and your neighbors in large lots to insure the cheapest possible prices for you. Some of our prices on fertilizer delivered to you from the plant are:

| | | |
|---|---|---|
| 8-8-8 | $42.30/ton | $1.70/80lbs. bag |
| 6-24-24 | 70.80 | 2.83 |
| 12-12-12 | $58.80 | 2.35 |
| 10-20-10 | 59.00 | 2.36 |
| 13-13-13 | 59.00 | 2.36 |

If you pick up your fertilizer in Sunset prices will be slightly higher ( 10-15¢ a bag) to cover handling and storage costs. Fertilize orders will be accepted at the meeting on March 15th.

Please be with us Wednesday coming and spread the word to all of your friends to get them to come also.

Cooperatively yours,

Wordy Guillory

Wordy Guillory
Manger

# PROGRESS & FINAL REPORT
# SWEET POTATO ALERT - PHASE I
# AUGUST 1 - SEPTEMBER 30, 1966

The last months of our Sweet Potato Alert - Phase I Educational Program were among the most crucial since these months of August and September mark the beginning of the digging season in most of the areas and communities served by the Grand Marie Vegetable Producers Co-op, Inc. This was the period in which the ideal of a sweet potato marketing association for poor farmers was tested in practice in the context of a highly competitive and dynamic market situation. The educational work and value of our field workers was proven during this period because without their efforts at explaining the co-op's policies and regulation our many members might have succumbed to the great pressure being constantly applied by local private shippers.

Most small sweet potato farmers in the areas polled by field workers are satisfied and surprised that the local price paid to growers has been stabilized at $3.00 to $3.50 per hundred pounds since August, a phenomenon attributable almost completely to the co-op. Each year the shippers reduce their local price to growers during the harvest season in order to fill their storage houses but this year they were forced to maintain a buying price at the same level or above the co-op's return on green potatoes shipped for members. Since the co-op has a fixed cost for packing potatoes ($1.10 - $1.15 per crate) and a fixed retain for equity ($.25 per crate) its returns on a per crate basis to farmers in August when the net return on FOB shipments was $2.80 a crate and was $1.40 which rose in September to $3.00 or a return to farmers of $1.60 per crate. These figures on a per crate basis have to also be considered in light of the twenty-five cents paid as a revolving equity in to the co-op and which will in the future be returned to the members in the order and amount in which it was paid in to the co-op.

Most of the big potato shippers were receiving the same net return of $2.80 to $3.00 on their potatoes and they have to meet a similar fixed cost of around $1.25 to pack potatoes. This meant they were actually operating at $1.55 to $1.75 per crate return to them. Since they are buying potatoes at $3.00 and $3.50 for one hundred pounds they have very little margin of profit on the sweet potatoes they are moving in the green market. Mr. Gousolin of Castille & Gousolin, one of the largest sweet potato shippers in Sunset, stated publically at a meeting to establish a Sweet Potato Parish Association on Tuesday, September 20, 1966 in the St. Landry Parish Courthouse that he was losing about fifteen cents on every crate of potatoes he shipped green in hopes of holding on to markets in which he could recoup his losses with sales of dry kiln potatoes. We also found out that Castille and Gousolin has had to resort to purchasing potatoes in Oakgrove in West Carroll Parish, 250 miles from here and truck them that distance into Sunset to pack them for their orders. The sweet potato auction at Plaisance has also maintained high and steady prices and returns to the farmer. Most of these activities in the local sweet potato market is due to the presence of the co-op. The co-op has handled close to 55,000 crates of sweet potatoes since it began its operation in mid-July. We presently have 25,000 crates stored at Sunset and in the on-the-farm kilns of several of our farmer-members. We have shipped over 20,000 crates of No. 1's and about 10,000 crates of No. 2's, many of which had to go to the canners for next to nothing.

One of the greatest complaints of our members is over the delay in payment for sweet potatoes by the co-op until the co-op receives payment for them from the recipient in the northern market. The waiting period is approximately three weeks to a month for a return on potatoes shipped green. Some members have had their potatoes stored for dry kiln marketing since August and will have to wait 4 to 5 months for their money. Many share croppers are being intimidated by their "bossmen" for bringing their potatoes to the co-op where the waiting period for returns is so long. Some farmers have been forced to break their contracts because of the co-op inability to pay off immediately at a time when a farmer's bills begin to fall due in the fall of the year. We originally asked for a revolving fund in our FHA -OEO loan application in order to make partial but immediate payment to our members particularly on potatoes that have already been shipped on the green market. One share cropper said to me not long ago, "I am too poor a man to be storing potatoes." Thus he sold most of his potatoes to the local shippers who are now storing his potatoes and they will probably be able to sell them after a while at $4.00 and $5.00 a crate. The 24,000 crates we have stored is a tribute to the faith and trust of our membership in the co-op and its ability to market their produce at a fair price. Much of this trust in the co-op is the result of diligent and continuing work and persausion by the co-op's OEO financed field workers during the Sweet Potato Alert Program. The field workers themselves have also been among the most faithful members of the co-op in bringing almost all of their own sweet potatoes to the co-op. One of our field workers who was transporting a load of 75 crates of his potatoes to the co-op in his pickup truck was flaged down, stopped on the road and asked to sell his potatoes to a local shipper--but he refused and brought them on to the co-op.

Another problem the co-op faced which the field workers have helped to remedy was the poor quality of potatoes coming to the co-op. Many members were not taking care to grade in the field and were sending crates with 50% and less No. 1 content. The cost of washing and packing potatoes increases as the quality decreases so this was a significant step toward putting the co-op on a sounder financial basis. The board of directors of the co-op also instituted new procedures for charging members for the cost of packing which puts a premium on good grading--these policies were communicated via field workers, house meetings, and general membership meetings. The field workers also encouraged members to care upon and use the co-op's truck more often for delivery and pickup of crates. In this way the co-op will make enough money to begin purchase of a second truck which is a necessity.

The field workers have also been stressing the importance of diversification of vegetable crops. While many of our members due to a late harvest and lack of proper pig-proofed facilities will not be able to plant winter vegetables this year, most are planning to do so in the Spring. We do have about 200 acres of cabbage planted among our membership primarily in the St. Martin Parish area although there is some in Church Point (Acadia) and Plaisance (St. Landry). The co-op was able to supply cabbage seed for its members at $3.30 for a one pound for which the local price is fifty cents or more higher than that. We had a meeting at Sunset on September 29, which was attended by Mr. A. C. Moreau a horticulturalist from LSU of the State Extension Service and Mr. Herbert Thompson of the Lafayette Parish County Agents Office to discuss raising these vegetables which was very informative to the more than 100 farmers who came out to this meeting. In the Spring, we hope to have our members plant a variety of vegetables including: okra (Canning and market varieties), bell peppers, squash, cucumbers, radishes, egg plant, melons, snap beans and others. People in other areas are very interested in the vegetable program even if due to conditions of the soil their land was not appropriate for sweet potatoes. In the Palmetto-Rideau area of St. Landry Parish in which the soil does not produce a good sweet potato, several meetings have been held on the vegetable program which has met with a very favorable response. One lady went around on a volunteer basis and collected pledges in that area for 35 acres of okra and bell peppers already. We hope to be able to provide on-the-farm demonstrations of the techniques and agricultural practices used in producing these vegetables since many of our members will be planting these types of vegetables for the first time on a commerical basis. Most small farmers in the area are realizing themselves that cotton is not the most money yielding crop any more and they are searching for substitutes which makes this an ideal time for the type of diversification program outlined in Phase II of the Sweet Potato Alert and begun already in Phase I and on a continuing volunteer basis.

The co-op is also attempting to handle several tons of pecan nuts grown by its members and others desirous of joining. Since many of our members have pecan trees and since several of them approached the co-op through its educational field workers to market these pecans in a way similar to sweet potatoes the co-op is now attempting to do this by getting pecan producers to pledge to hold onto and sell through the co-op a portion of their pecans.

When the formal educational program of the Sweet Potato Alert - Phase I ended at the close of September - the field workers agreed to continue working on a volunteer basis. Many house meetings, community meetings and door-to-door visits have been made since the official end of the program by our field workers who are now unpaid and working on their own time.

GENERAL SUMMARY:

In four months the Sweet Potato Alert Proposal in conjunction with the acutual physical establishment of the Grand Marie Vegetable Producers Co-op, Inc. has been operating a great many material as well as intangible changes have occured.

The SPA program increased Grand Marie's membership by 125% from 165 to 375 in six weeks which was a margnificant record for a recruiting drive.

The SPA program helped to develop a spirit of cohesion among the membership of the co-op which has helped the co-op to handle over 50,000 in its just three months of operation.

The SPA program developed a competant and confident field staff composed of local farmer-members of the co-op through instruction, practical training in group dynamics and field work.

The SPA program created an on going drive within the co-op for more education particularly on crop-diversification and farm management which led to the writing by farmers themselves of the Sweet Potato Alert - Phase II to be sponsored by the Grand Marie Vegetable Producers Cooperative, Inc.

Charles Prejean
Charles Prejean
Director, SPA - I

John Zippert
John Zippert
Field Captain, SPA - I

Carol Prejean
Carol Prejean
Field Captain, SPA - I

**Chronology Of Events In The Formation And Development of The Grand Marie Vegetable Producers Cooperative, Inc.**

Aug. 1965
- first meeting in Churchpoint, Louisiana (Acadia Parish) to discuss fraudulent procedures in ASCS election
- Mr. Joseph Lee Malbrough challenges validity of rigged ASCS election in phone calls to USDA; proceeds in cancelling election and resetting date with fairer election procedures used.

Sept. 1965
- several meetings in Churchpoint area to discuss food stamps, Hurricane Betsy relief, and possibilities of a farm supply cooperative

Oct. 1965
- meetings every Friday night in Churchpoint: low sweet potato prices frequent topic of discussion
- idea for a farmers marketing arangement (co-op) for sweet potatoes evolved out of discussion
- Mr Malbrough begins study of booklets on co-op principles and co-op formation
- at month's end 25 farmers in Churchpoint area have signed a paper indicating intention to join co-op; 150 acres of potatoes pledged; $25 collected for expenses in organising co-op

Nov. 1965
- letters sent to Washington requesting assistance on formation of co-ops
- idea of a union of sweet potato farmers, who would hold their produce off the market until fair price is paid is advanced in discussion but never accepted as a replacement for co-op idea
- Nov. 17, meeting in Opelousas on co-ops to assist Grand Marie attended by Joseph Bidford (OEO- Rural Community Task Force), Father Mcknight (Southern Consumers Co-op), representatives of the local and state FHA offices, Dr. T.T. Williams (Southern University), a representative of the Farmers Cooperative Service-USDA-Washington
- meeting in Churchpoint writes Marketing Agreement for Grand Marie Sweet Potato Marketing Co-op, agreement specifies farmers must market not less than 50% of their sweet potatoes through the co-op

Dec. 1965
- meetings in Churchpoint and other communities in St. Landry Parish: Bellvue, Lawtell, Plaquemine Point, Sunset to explain co-op and sign up members
- preliminary investigation by Mr. Malbrough of sweet potato storage and packing facilities in Churchpoint area for possible lease or purchase by co-op
- 50 farmers signed up for pledge of 400 acres of potatoes at year's end

Jan. 1965
- continued efforts to recruit members through holding small meetings in different communities in St. Landry Parish
- correspondence with USDA ∅n Washington indicates possi-

bility of expansion into cannery processing as swell as fresh market potatoes
- preliminary conference with FHA in Crowley (Acadia Parish) on feasibility of loan for the project

Feb. 1966
- Feb. 3, visit to discuss feasibility of Grand Marie Co-op: Oscar Zetter and Edward Collins (USDA Rural Community Development Service), B.F. Washington and Joshua Lloyd (FHA Washington and Louisiana Offices), Father McKnight; inspection by visiting team of facilities of Acadia Packing Plant (cannery in Churchpoint) owned by Francis David, member of Louisiana State Department of Agriculture) and other facilities; evening meeting in Opelousas attended by over 300 farmers hear findings of visiting experts- they recommend fresh market operations first andcannery processing after co-op stabilises; also recommend education program for members
- Francis David contacts Grand Marie for a meeting with some white farmers who are also interested in a sweet potato co-op; Mr. Malbrough and others attend
- co-op has about 90 members; over 600 acres pledged at month's end

March 1966
- white members join with us and we hold joint meeting alternating between white and Negro schools and churches
- integrated organising committee is selected and established by members with representatives from different communities to carry forward the business of the co-op
- white members and Mr. David push for purchase of cannery
- Mr Berberich of Farmers Cooperative Service spends two weeks making feasibility study for the co-op- recommends modest initial operation on fresh market basis and necessity for education among members
- meetings held in different communities: Plaisance, Frilot Cove, Leonville, Carenco, (Lafayette Parish); membership approaches 200 with about 35 white members

April 1966
- organising committe rejects purchase of cannery
- Mr. Frank Melancon leader of white group leads walk out of all members he has signed up without asking their consent requiring us to sign back several members whom he withdrew
- consulted Mr. Hollier, FHA, Crowley, on necessary requirements for FHA loan funds- very little information provided
- jointly sponsored with Southern Consumers Co-op a proposal for $50,000 in OEO community action funds to educate the farmers in cooperative principles an an emergency basis for 4 months; approved by Acadiana Neuf, the local CAP agency
- organising committeee of Grand Marie Co-op writes articles of incorporation, by laws, and rules
- April 17, articles of incorporation of Grand Marie Vegetable Producers Cooperative Inc. recorded in clerk of courts' office, Crowley, Acadia Parish; name change indicates broadening in scope of co-op's intended purpose
- April 25, articles of incorporation of co-op registered with State of Louisiana by Wade O Martin, Secretary of State
- first meeting held in Arnaudville and Cecilia (early sweet potato area in St. Martin Parish)
- at month's end about 135 members, 800 acres pledged, with reshuffling due to Melancon's withdrawl
- co-op secures and distributes information on civil service

test for the position of sweet potato inspector to encourage Negroes to get this job since there are no Negro inspectors at present

May 1966

- co-op selects officers of newly formed board of directors: Joseph Lee Malbrough, President; Herbert Richard, Vice President; Prenese Broussard, Treasurer; Wordy Guillor, Secretary.
- co-op officers locate produce broker in Lafayette, Louisiana B.H. Friedman of Friedman and Broussard willing to market all of the co-op's sweet potatoes and any other vegetable grown for the fresh market
- OEO Regional Office in Austin approves Sweet Potato Alert Program; 30 farmer members of the co-op are hired on a full or part time basis to recruit members and explain the co-op; Southern Consumers Co-op provides instruction to fill staff
- May 18, preliminary loan application is filed with FHA in Crowley
- last week in May is first week of education program; 34 members are recruited, about 5 meetings held

June 1966

- co-op's board of directors selects site and gets bids on possible building of 100,00 crate capacity storage and packing shed in Churchpoint
- co-op's board of directors locates several sites for emergency temporary operation until facilities can be secured; necessity for some loan funds for crate purchase, labor costs and other expenses is clear
- Arnaudville area farmers report they will start digging by the first sweek in July
- June 15, we start pressuring FHA to give us word on our loan; they claim it is tied up in the regional office in Little Rock, Arkansas for examination of our legal papers
- at least three of our members report passing the civil service examination qualifying them for the position of sweet potato inspector in Louisiana
- June, 20 meeting between Board of Directors of Grand Marie and Joseph Rhodes, State FHA Director and Nat Thomas, State FHA officer in charge of association loans; they stated that they could not make an advance on funds unless the entire loan was closed and that they saw no way to assist us in less than 6 weeks to get funds and probably it would take 90 days for the actual processing of the loan
- the co-op board of directors located one facility, that of Horais L Sibille in Sunset La. containing an acre of land on a Railroad siding with two sweet potato kilns (80,000 crate capacity) and a washing machine for $3,000 a year lease or $15,000 to buy ($2,000 worth of repairs were estimated before the start of operations); the board of directors feels this facility is ideal and well worth purchasing
- FHA agents from the state office agree with the choice of building, however, are unable to give us money until the loan is processed
- Grand Marie Co-op membership is now 300 with 1,500 acres of potatoes pledged due to the efforts of the field workers on the education program

Mss
546 SEDFRE

Grumman Aircraft, 1967-1968

Box 23
Folder 12

State Historical Society of Wisconsin

Please Retain Original Order

SCHOLARSHIP,
EDUCATION AND
DEFENSE
FUND FOR
RACIAL EQUALITY inc.
150 NASSAU STREET
NEW YORK, N.Y. 10038
TELEPHONE 964-8210

December 31, 1967

Messrs: Robert Garrett & Willie Page

In response to your request for information on SEDFRE, I am enclosing portfolios, one for each of you and one additional. They include the following information:

1. Background Information, July 1967.
2. SEDFRE Training & Leadership Brochure (Black Brochure).
3. Politital Strength - How To Get It (Booklet).
4. Your Welfare Rights (New Jersey Residents Handbook)
5. Opening Doors For Better Tomorrows (Scholarship Department)
6. Evaluation of Police-Community Relations Laboratory Workshop held September, 1967, Plainview, Long Island, with an enclosed letter from Marvin Rich, Executive Director.

I hope that these materials will satisfy your needs and give you information you deem necessary. May I add the following notes:

I have just returned from Mississippi where we trained twelve (12) organizers and one hundred fifty (150) community workers, for six major counties for the Child Development Group Of Mississippi (C.D.G.M.) by using sensitivity Methods. Our broad based training, in addition to Sensitivity Training took in the following items:

Citizenship Education; The Role of the Church Today in the Community; Welfare Rights-Community Organization; Public Relations and Fund Raising; Child Development Group of Mississippi and how it Functions; Housing; Leadership

*Contributions are deductible for income tax purposes*

■ *president;* Andrew E. Norman ■ *vice presidents;* William S. Ellis, Nannette Sachs ■ *secretary;* Ezra Levin ■ *treasurer;* Shelley Appleton ■ *executive director;* Marvin Rich ■ *leadership development director;* Ronnie M. Moore ■ *legal director;* Carl Rachlin ■ *BOARD OF DIRECTORS;* Nils R. Douglas, *chairman* ■ Robert Ausnit ■ James Baldwin ■ Katrina McCormick Barnes ■ Canon James P. Breeden ■ Robert Curvin ■ Charlotte Devree ■ Robert F. Drinan, S. J. ■ John Henry Faulk ■ Michael O. Finkelstein ■ Doris Freedman ■ Dr. Edward L. Gibson ■ James T. Harris ■ Claude Heckscher ■ Norman Hill ■ Clarence B. Jones ■ Dr. Archie Lacey ■ Joann List Levinson ■ Leon Modeste ■ Henry Morgenthau, III ■ Dr. William Stuart Nelson ■ Richard J. Schwartz ■ Elaine Slater ■ Norman Thomas ■ Rowland Watts ■ Pearl L. Willen

Techniques; Administrative Skills; Problem Solving-Process, Content, and Strategy Analysis; and the Federal War Against Poverty (The Function of Federal Agencies).

May I wish each of you a belated Merry Christmas and a Happy New Year.

With a compulsive need to serve,

Hank

Henry G. Smith, Jr.
Training Staff Associate

HGS:lb

**SEDFRE** **INTER-OFFICE MEMORANDUM**

To: Marvin Rich and Ronnie M. Moore ✓ January 2, 1968

From: Hank Smith

Subject: Meeting with Grumman Employees on Sunday, December 31, 12 Noon at SEDFRE offices

I am enclosing a copy of the minutes of the above subject meeting, together with copy of the memo to Bob Garrett and Bill Page, regarding the possibility of working with Grumman employees about the problem of discrimination.

At this point I am tremendously excited and also extremely optimistic. The possibility of doing police-community relations type laboratory with Grumman Aircraft may be our break-through into industry in the North Atlantic Region.

At your earliest convenience, I would like to discuss with both of you the possibilities of what we can do, where it can be done, how, etc. Will keep you informed of any movements in the near future.

HGS:at
Encs.

January 2, 1968

## Minutes of Meeting with Bob Garrett and Bill Page, Black Engineers of Grumman Aircraft Corporation and Hank Smith of SEDFRE on Sunday, December 31, 1967

Bob Garrett and Bill Page reported that on Friday, December 29, 1967 they both went to see Jack Retaliato, Vice President of Grumman Aircraft about the matter of five turkeys for Christmas to needy families in the area. The turkeys had not been distributed, as Mr. Retaliato had promised, and Bob and Bill stopped in to find out why.

While there, on an informal basis, the discussion got around to the subject of the acceptance of black executive secretaries by Grumman employees. The question arose as to the best method of educating Grumman employees so that members of minority groups could be accepted on an equal basis with white employees. Jack Retaliato stated that he knew no means of educating the Grumman employees, or any other group to abolish discrimination. Then, Bob Garrett mentioned the existence of SEDFRE and explained to Jack Retaliato the purpose of SEDFRE and its success with training sessions for many organizations across the country. He indicated that SEDFRE would be willing to conduct training sessions for groups of Grumman employees. Mr. Retaliato mentioned having seen the PBL show on Channel 13 (a sensitivity session). He was very much impressed by what he saw and expressed a desire to have a select group of young Grumman supervisors and black employees engage in a sensitivity training session.

Mr. Retaliato asked for literature on SEDFRE and stated that as soon as he has read the literature the three of them (Bob, Bill and Jack) can get together and make plans. Bob and Bill promised to get this information to Mr. Retaliato as soon as possible.

Respectfully submitted,
Hank Smith

HGS:LB/AT

January 24, 1967 [i.e. 1968]

TO: GRUMMAN NEGRO EMPLOYEES

FROM: EMPLOYMENT IMPROVEMENT ORGANIZATION

SUBJECT: SKILLS ADVANCEMENT

A number of Grumman Aircraft employees have expressed problems about job improvement opportunities. In response to these grieviences a number of employees and organizations have decided to form a self help program. You have been selected as one of the individuals who has demonstrated leadership ability and a strong desire to improve yourself and the conditions under which you work.

You are invited to a meeting this Saturday, January 27th, at 7:00 P.M., at the Amityville Copiague East Farmingdale, Community Action Center, Commerce Boulevard, off, Great Neck Road, Amityville, New York.

We shall participate in a workshop where our ideas can be expressed and shared with others, and form a meaningful program that will help us as well as the company.

Organizations who are experienced in self improvement programs will be present to guide us and offer us valuable information. Scholarship, Education And Defense Fund For Racial Equaltiy, and the U.S. Department Of Labor, Regional Training Department are two such organizations.

The Company will only help those who help themselves.

Your fellow negro employees are also invited to attend, so notify as many as possible.

We will be looking forward to seeing you.

DRAFT

SEDFRE 2/14/68

HGS

# INTER-OFFICE MEMORANDUM

Subject: Grumman Project Workshop

The meeting was held at the Amityville, Copaigue, East Farmindale, Center (ACE), Amityville. Persons present: Bill Paige, Bob Garret, Bob Hartz, Bob Copaine, George Pettingel (executive Director Suffolk County Human Rights Commission), Theodore Mathais, Erwin Quintyne, (Suffolk CORE), Chester Davis, (Wyandanch Community Action Program) Persons present utilized their time in an informal manner to become acquainted with each other, and problems as they saw them at Grumman's. There was a feeling that Grumman's should be highly diversified, with 302 Black employees on Long Island alone. Also expressed, was what is needed most is plain simple communication between brother Grummanites and ex-Grummanites. A planning committee was set up to bring back to the total group on Sunday, 2/18/68, plans not yet disclosed, ① plans on potent stock buying by Negro employees as a vehicle to show an involvement with and in the company, and as a possible means of expression at a stock holders meeting. (2) To suggest plans for the drawing up of a training program with Grumman involvment in getting more Black employees at Grumman and to upgrade persons presently working for Grummans'.

It was suggested that each brother bring more persons to the meeting than they had previously done and work harder to bring about a better relationship among Black employees. It was also suggested that some plans be made on how to change attitudes at Grumman's.

## Grumman Workshop - - 1/27/68 Participants

Solomon Mickens
356 Sumpter Street
Brooklyn, New York 11233

William Dowdy
217 Amherst
Hempstead, N.Y. IV3-2746
11510

Paul E. Garland
44 3rd Avenue
Westbury, N.Y. 11590

Mary Irene Hill
33 Dorlon Street
Hempstead, New York 11510

Eugene Espuerre
193 Broadway
Greenlawn 11740 NY.
261-9561

David Evans
193 Broadway
Greenlawn, New York 11740
261-9561

Anthony Valentine
882 Bushwick Avenue
Brooklyn, New York 11221

Robert Clark
75 Maplewood Drive
Plainview, N.Y. 681-8516

Rudolph Davis
600 Fulton Avenue
Hempstead, New York 11510
538-0684

William Page
821 Northern Parkway
Uniondale, N.Y.
483-2594

Kenneth Bedford
100 Jerusalem Avenue
Hempstead, New York 11510
538-8133

Nelson James
115 Botsford Street
Hempstead, New York 11510
IV9-4964

Ronald Knight
P.O. Box 44
8 Johnson 11542
Glen Cove, New York
OR1-3892

James Perry
3853 Franklin Avenue 11783
Seaford, N.Y.
221-9043

Johnny DeForest Randale 11510
152 West Graham
Hempstead, New York
538-3857

Fred Pinmice
30 Oakland
Hempstead, N.Y. 11510

Nicholas Moffet
36 Byrd Street
West Hempstead, N.Y.

Moses Ebton
32 Elm
Hempstead, New York 11510

Leonard Whitfield
50 Beech Avenue
Hempstead, New York 11510

John Ebron
32 Elm Avenue
Hempstead, New York 11510

Jay Bell
East Marshall
Hempstead, New York 11510

Harry Nelson
North Gate Drive
Uniondale, New York

William Nelson
North Gate Drive
Uniondale, New York

Earl Segal
Kinkle
West Hempstead, N.Y.

Moses Smith
63 Elm Avenue
Hempstead, N.Y. 11510

Ronald Whitfield
64 Fairview Avenue
Hempstead, New York 11510

Henry A. James 3rd
169 Mill River Road
Oyster Bay, New York 11771

516- 992-5360

Ron Busch
340 Rose Place
Westbury, New York 11590
333-1893

Bert Laurie
177-06 Troutville Road
Jamaica, Queens New York 11400
723-6627

Fred William
8 Russel Drive
Mineola, New York 11501

William Byas
1380 Riverside Drive
New York, N.Y.
927-0837

Wallace T. Webster
600 Fulton Avenue
Hempstead, New York 11510
538-1579

Horace J. Eubanks
129 Wellington Street 11510
Hempstead, N.Y.
481-1335

Leonard W. Cobbs
367 Grand Street
Westbury, New York 11590
333-1677

Oland Eston, Jr.
102 Linden Avenue
Hempstead, New York 11510
481-1374

Oscar Todd
12 Holly Lane
Westbury, New York 11590

Gene Cooper
51 Triangle Place
Freeport, N.Y. 868-7316 11520

Robert Hodge
171-13 140th Avenue
Springfield Gardens, New York

(25)

Imogene Miller
40 Davis
Roosevelt, N.Y. 11575
TN8-3534

Robert Caupine
62 South 28th Street 11798
Wyandanch, N.Y.
643-7277

Mattie Mason
231 East Clinton
Roosevelt, N.Y. 868-0368 11575

Larry Dais
125 Grove Drive
West Hempstead, N.Y.

Earnest Simpson
67 Powell Street
Roosevelt, N.Y. 11575

Rebecca Gray
11 Denton Place
Roosevelt, N.Y. 11575

Ozzie Williams
Grumman Aircraft Engineering Corp.
RCS Sub System - Plant 25
South Oyster Bay Road
Bethpage, New York 11714

Walter Reese
97 Dartmouth Street 11510
Hempstead, N.Y.
IV9-7597

David Robinson
113-13 Hannibal
Jamaica, New York
454-7204

A. Andrews, Jr.
3 Jupiter Lane
Westbury, N.Y. 11590
ED 4-1091

Joseph Thomas
151 W. 228th STreet
Bronx, N.Y. 10463
LO2-6542

Johnnie Howard
12 Spruce Road
N. Amityville, N.Y. 11701

Leroy Hallaway
422 National Blvd 11561
Long Beach, N.Y.

James L. Hamiter
111-35 143rd Street
Jamaica, New York 11436
OL 9-7063

George Lott
47 North Ronald Drive
Amityville, New York

MSS
546

SEDFRE

Iberville Industrial Voters League / Capitol Voters League
(Plaquemine, La.), 1966-1967

**Box** 23
**Folder** 13

State Historical Society of Wisconsin

Please Retain Original Order

W. W. HARLEAUX
President

L. T. THOMAS
Secretary

M. E. YOUNG
Treasurer

**Iberville Industrial Voters League, Inc.**

"Register and Vote To Make Democracy Live"

1818 HAASE STREET
PLAQUEMINE, LOUISIANA

Feb. 24, 1966

Dear Ronnie,

Just received your letter and am looking forward to meeting with you on March 10 at 1:00 p. m.

Read your report. It is most interesting. I would like to know some of the answers too.

Love to all

Yours,
W. W. Harleaux
Bill

W. W. HARLEAUX,
PRINCIPAL

PHONE 687-2248

**Iberville Elementary School**
716 TAYLOR STREET
Plaquemine, Louisiana

June 9, 1966

Dear Ronnie,

I am trying to locate Alma Joy Bosley. She is supposedly working with CORE. Her last address was:

1702 Kildrone
Washington, D. C.

Her Mother said she left here with CORE in 1963.

Yours,

W.W. Harleaux
W. W. Harleaux

P.S. Send her name and address so I can get that woman off my back.

**W. W. HARLEAUX**
President

**L. T. THOMAS**
Secretary

**M. E. HERBERT**
Treasurer

# *Iberville Industrial Voters League*

"Register and Vote To Make Democracy Live"
1818 HAASE STREET
PLAQUEMINE, LOUISIANA

January 2, 1967

SUBJECT: Evaluation of Political Education Workshop Held at Plaquemine, Louisiana, December 16-18, 1966.

TO: The Board of Directors, Scholarship, Education and Defense Fund for Racial Equality

FROM: Iberville Industrial Voters League

The Workshop conducted by the Director of Leadership Training, SEDFRE, Ronnie Moore and his Assistant, Spiver W. Gordon for Louisiana civic and political leaders at Plaquemine December 16-18, was organized for the purpose of making available to local Negro civic and political leaders throughout the State, facts, ideas, techniques and experience of individuals active in political education and organization throughout the nation.

While there is no shortage of people with the will to make worthwhile contributions to the struggle for equal citizenship rights for Negroes, there is, for the most part, an absence of the experience of running for, and serving in, public office. Therefore, our people need to be taught the effective techniques of organizing people for political action and sustaining the effort, once begun. In other words, we need, in addition to assistance for organized voter registration activities, an intensified program of voter education.

At the workshop, the experience, techniques and professional knowledge of a versatile and concerned coterie of Resource persons were made available to the participants. In our opinion, the choice of persons to serve in this capacity, was most fortuitous; and their contribution was most useful. Persons like Jim McCain, Dave Cohen, Fannie Neal, Lawrence Guyot and Horace Sheffield, were an inspiration to those of us who attended the workshop. The opportunity to engage in discussion and exchange ideas with persons of such noteworthy achievement in their fields of endeavor, was the kind of thing we shall always remember.

Fortunately, two newly elected members of Parish School Boards were able to make appearances at the workshop. Despite the frightfully disappointing attendance, we would still unhesitatingly recommend the holding of more such workshops in the future because they always accomplish some lasting good.

Those who attended the workshop made known their satisfaction at having attended and felt they had acquired greater knowledge and a better understanding of the role they must play in a united, continuing effort.

Evaluation of Political Education Workshop Held at Plaquemine, Louisiana, December 16-18, 1966, continued.

There is a greater need than ever to work among the masses of our people to unite and organize them into a cohesive, effective force for sustained political action that will have a major and lasting impact on the Southern political scene. We need trained organizers to direct the efforts of volunteers in this vital work. Most importantly, we must have an infusion of outside funds in sufficient quantity to enable us to wage effective voter registration and education campaigns.

We strongly request the assignment of Spiver W. Gordon to work with the Iberville Indutrial Voters League, Inc., in this Parish to elect a massive slate of Negro candidates to public office in the State general election to be held in the fall. We must register about 2,000 more Negroes between now and election time to reach parity with the whites. We hope to register about 2,500 Negroes so we may have a substantial majority in order to assure the election of Negroes to Parish-wide offices which we have yet to do. The election of our one School Board member was achieved more by taking advantage of a lack of organization by whites, rather than the strength of our votes in that Ward.

We expect to have a majority of voters in seven of the nine wards in the Parish. In those wards, we shall elect Negroes to such offices as constable, justice of the peace and members of the Parish Democratic Executive Committtee, as well as members of the Police Jury, the Parish governing body. We shall capture whatever parish-wide offices we can manage. However, our principal goal is to gain a majority on the Police Jury. This is the key to our drive to be able to have an effective voice in the management of our own affairs.

The greatest need today is highly trained leaders in techniques of organization, public relations and a reawakening of the Negro. All of which comes from good leadership; and the workshop included all that was needed to produce such leaders. It will take more than one workshop of the type recently held, or perhaps more on the parish (county) level, to really reach the grass root level type of leadership we need.

It is only through such action as we commend to your consideration can we hope to avoid the defeat of such Congressmen as James H. Morrison, formerly of Louisiana's Sixth District; and the election of racists like John Rarick, the man who defeated him.

W.W. Harleaux

| | |
|---|---|
| WILLIAM H. SAMUEL, JR. | WILLIAM W. HARLEAUX |
| Member, Board of Directors | President |

January 17, 1967

Capital Voters League
Mr. William Sanders, President
1812 Third Street
Plaquemine, Louisiana

Dear Bill:

As a result of the November 12th meeting the enclosed proposal was drafted. It has been sent to Vernon Jordan for funding.

Please keep it for future reference.

Sincerely,

Ronnie Moore,
Director of Leadership Training

RM:ha

Enc.

TO: Voter Education Project
Southern Regional Council
Mr. Vernon Jordan, Executive Director
Atlanta, Georgia

## SIXTH CONGRESSIONAL DISTRICT

## VOTER EDUCATION PROPOSAL

SUBMITTED BY: Capitol Voters League
Mr. William Sanders, President
1812 Third Street
Plaquemine, Louisiana
(504) 687-3412
February 1, 1967

Consulting Agency: Scholarship, Education and Defence Fund
For Racial Equality
Leadership Training Department
150 Nassau Street
New York, New York 10038
(212) 964-8210

# VOTER EDUCATION PROPOSAL

## THE PROBLEM

The Sixth Congressional District of Louisiana is important for several reasons:

1) There is a history of successful Negro registration.
2) Southern racists reacted to recent progress in the civil rights movement by supporting a notorious white supremacist and demagogue, namely, John R. Rarick, as the congressional nominee of the Democratic Party. Mr. Rarick won the democratic primary by only 4,000 votes.

3) Negro voting age potential is far from being fully developed in the district. The Negro potential is 92,708 whereas the white potenital is 196,560 and recent registration figures are as follows: Negro 45,930, white 182,112.

## OBJECTIVE

The district is comprised of 12 parishes and there is at least one voter group in each parish. Some parishes have several groups engaged in voter registration activities. Most groups are active only around election time. The district needs coordination and concentration of activities of local organizations on voter registration. Such action could lead to an actual increase of 8,000 Negro voters in the district. Meaningful political victories by Negro or liberal white candidates could be made possible if local groups selected wards and parishes for registration work on the basis of Negro voting potential and political significance.

It is not suggested that the task of coordination, motivation and stimulation of interest will be easy. There is no doubt that years of discrimination and intimidation have planted in the minds and hearts of Southern Negroes the seeds of apathy, fear, illiteracy and ignorance. The challenge to boost Negro registration in spite of the inherent impediments is great. Logic forbids us from being too optimistic. It is imperative to succeed in developing local long range community action by indigenous leaders who understand the necessity of coordinated action and local organizational teamwork. The proposal seeks to serve this end.

## WORKERS

We believe we can hire dedicated local persons who are willing to work 18 hours a day and 6½ days a week. The selection of personnel will be the responsibility of representatives of each parish area with consultation of SEDFRE staff members, Ronnie M. Moore and Spiver W. Gordon. They have worked in the district for the past five years and are familiar with the various outstanding "grass roots" civil rights activists who have actively engaged in numerous community activities and who have the skills and abilities for mobilizing persons who feel excluded and unconcerned. If we can get the right workers then the goals can be achieved.

## WEEKEND TRAINING SESSION FOR WORKERS

SEDFRE has a well experienced staff to assist in the training of the field workers. Political activists in Louisiana could also be used as resource persons. The weekend workshop will seek to serve the following ends:

1. To develop skills in community organization
2. To acquaint field workers with ways and means of conducting voter registration campaigns
3. To review past and present problems in area of voter registration
4. To introduce participants to various aspects of political organization
5. To give individual attention to problems inherent in the task of involving the poor, unconcerned, fearful, and apathethic in community issues and action

SEDFRE will pay the room and board, student travel, faculty travel, materials and other expenditures as a result of the training session.

## CONTRIBUTIONS FROM GROUPS

Local groups in each parish area will be asked to provide the following essentials:

1. Voter education center - which will be used for office business, record keeping, telephone, and clinic instructions on registration and voting
2. Car pool - which will make transportation available to persons unable to go to register because of no means of traveling.
3. Volunteers for canvassing, transportation and political organizing
4. Transportation Fund - to pay for gasoline expenses for cars used in the voter registration campaign. Local groups should emphasize volunteer assistance
5. Telephone - to be a part of office operations
6. Babysitting - for parents who have small children who need care during the time parents are trying to register
7. Records on voter registration results

The above necessities will make it possible for paid full time staff (1) to coordinate community activities (2) to oversee the routine day-to-day voter registration activities of the parish area projects, and (3) to organize community block associations for on-going community action.

## CRITERIA FOR SELECTING AREAS

Priorities of project concentration in order to achieve meaningful and effective use of the ballot and political action should be based on the possibilities of (1) Negro-liberal white coalitions, (2) Negro voting major majorities and (3) feasibility of developing a balance of political power.

In St. Helena, Iberville, East Feliciana, West Baton Rouge, Pointe Coupee and Washington Parishes, liberal white or Negro candidates can be elected to the following: School Boards, Police Jury, Justice of the Peace, Constable and members on the Democratic Executive Committee.

In West Feliciana Parish every office can be won. In Ascension Parish the positions of Constable and Justice of the Peace do not exist, however, the following offices can be won: Police Jury, School Board and members on the Democratic Committee.

The statistical charts provided should be used as a guide to determine the Parishes and Wards where significant political victories are possible.

### PARISHES SELECTED TO BE WORKED

| PARISH | NVAP | WVAP | WR | NR | % WR | %NR |
|---|---|---|---|---|---|---|
| W. Feliciana | 4,553 | 2,814 | 1,113 | 1,817 | 39 | 40 |
| E. Feliciana | 6,081 | 7,043 | 5,378 | 2,195 | 76 | 36 |

(Statistics taken from "Voter Registration in the South - Summer, 1966" Voter Education Project, Southern Regional Council, Inc.)

### WARDS OF OTHER PARISHES SELECTED TO BE WORKED

### Population Analysis

| Parishes | Wards | Negro | Whites | Negro Majority |
|---|---|---|---|---|
| Ascension | 1 | 2,054 | 996 | 1,058 |
| | 4 | 852 | 834 | 14 |
| | 5 | 944 | 568 | 376 |
| | 6 | 216 | 163 | 53 |
| Iberville | 1 | 3,092 | 2,513 | 479 |
| | 2 | 3,693 | 3,643 | 50 |
| | 4 | 775 | 588 | 187 |
| | 5 | 1,074 | 616 | 458 |
| | 6 | 1,333 | 1,044 | 46 |
| | 7 | 1,232 | 1,044 | 188 |
| | 9 | 1,506 | 750 | 756 |
| W. Baton Rouge | 2 | 1,224 | 1,057 | 167 |
| | 4 | 1,078 | 828 | 250 |
| | 5 | 1,152 | 378 | 774 |
| | 6 | 382 | 357 | 23 |
| Pointe Coupee | 1 | 932 | 671 | 261 |
| | 2 | 1,381 | 444 | 937 |
| | 3 | 732 | 318 | 414 |
| | 5 | 1,441 | 417 | 1,024 |
| | 8 | 1,384 | 992 | 392 |
| | 9 | 3,388 | 2,998 | 390 |
| St. Helena | 1 | 431 | 347 | 84 |
| | 2 | 1,407 | 871 | 536 |
| | 3 | 1,056 | 391 | 665 |
| | 4 | 988 | 730 | 258 |
| | 5 | 1,043 | 973 | 70 |
| Washington | 8 | 1,614 | 1,226 | 388 |

(Statistics taken from U.S. Census of Population 1960)

## PARTICIPATING GROUPS AND REPRESENTATIVES

A. The Iberville Industrial Voters League, Mr. W.W. Harleaux

B. The Second Voters League, Mr. Acie Belton

C. The Little Citizens of St. Helena, Mrs. Pearl Bryant

D. The W. Feliciana Voters League, Mr. N.H. Smith

E. The E. Feliciana Voters Group, Mr. Robert Thompson

F. The Bogalusa Voters League, Mrs. Gail Jenkins

G. The Ascension Voters Group, Mr. Henry Washington

H. Pointe Coupee NAACP, Mr. Emmitt J. Douglas

I. St. Helena NAACP, Mr. Ellis Howard

J. West Baton Rouge Group, Mrs. Marion Marioneaux

## STRUCTURE OF THE CAPITOL VOTERS LEAGUE AND THE ADMINISTRATIVE SET-UP OF PROPOSED PROJECT

President - Mr. W.H. Samuels, Jr. 1812 Third Street, Plaquemine, La. 687-3412
Vice President - Mr. Roosevelt Dunn
Vice President at Large - Mr. Robert Thompson
Secretary - Mrs. Arizola Spear
Treasurer - Mrs. Pearl H. Byrant
Chaplin - Mr. Nathan Georgetown
Parliamentarian - Mr. Ivory L. McClinton

## DEMONSTRATION

The future of the civil rights movement will be made by teamwork and functioning, united efforts by local groups. This demonstration project is designed to show that groups across parish or county lines can work together for a common cause which in this case is voter registration and community organization. If the anticipated accomplishments are made then project operational guidelines can be established for other congressional district project of Louisiana and in other southern states. Any organizer will admit that the Key to success is hard work, and local groups in the Sixth district have indicated interest in working hard.

## PROJECT DURATION

Although the groups prefer a longer duration, the proposal suggests a shorter period of 2½ months. The project should begin March 16, 1967 through May 30, 1967. As a result of the November 12, 1966 organizational conference, plans for commencement of the project are underway. Local groups will be called together to pool resources in order to make the project a success.

## FORMAT OF PROJECT

It is necessary that 10 workers be hired for the project. A district coordinator with access to an automobile should be retained to train, direct and advise field workers, and to aid local groups in each parish to unite, work together and combine efforts.

SEDFRE leadership development representative, Spiver Gordon, was selected by The Capitol Voters League to serve as coordinator for the project. Two cars should be leased and made available to areas when large numbers of voters are anticipated to register. Local groups will be advised that the field workers cannot do the job alone. Each parish will be autonomous and cooperating local groups will determine policies, methods of operations and approve expenditures through their representatives in the Capitol Voters League.

## ACCOUNTING

Accurate accounts will be kept of all records, financial and otherwise. Office records will be opened to orderly scrutiny by cooperating groups.

## BUDGET (2½ months)

| | | |
|---|---|---|
| 1. | Car and board allowance (car note, insurance, maintence and food while traveling) for project coordinator (@ $275 per month) | $ 687.50 |
| 2. | 10 field workers (salary $100 per month per worker) $1000 per month | 2500.00 |
| 3. | Assistance to local voter campaigns for transportation (car rental, gasoline and car maintenace @ $500 per month) | 1250.00 |
| 4. | Air travel for national figure to spur voter registration campaigns for each parish (round trip) | 150.00 |
| | | $4587.50 |

## REQUEST ASSISTANCE FROM VEP

The budget total is hereby requested of the Voter Education Project.

The proposal emphasizes local organizational development and cooperation and therefore minimum amount requested from VEP in support of a massive effort supplemented extensively by local resources. It should be noted that SEDFRE is not requesting financial assistance for the organizational conference of November 12, 1966 and for the services which Spiver Gordon will render.

The project can be cut down only by being restrictive in selection of wards and parishes.

The procedures and requirements of financial accounting established by VEP will be acceptable to groups involved.

Ronnie M. Moore
January 13, 1967

COPY

February 27, 1967

Messrs. W.W. Harleaux &
W. H. Samuel, Jr.
Iberville Industrial Voters League
1818 Haase Street
Plaquemine, Louisiana

Dear Sam and Bill:

I received your joint letter of January 2nd and Bill's recent letter of February 3rd. Under separate cover, I have sent both of you a copy of the Voter Education Proposal for the 6th Congressional District of Louisiana which was submitted to the Voter Education Project of the Southern Regional Council. It seems to me that Vernon Jordan should be ready to rule on the proposal and more specifically, grant us the money. However, fast action has always been the product of protest. Therefore, I am writing both of you so that you may start a letter campaign to Vernon Jordan asking him about the proposal and to get other groups to do the same for the other areas we will be working.

Knowing that all of us in the movement have a tendacy to lose things, I am enclosing several more copies of the proposal. Please act promptly. I hope to have Spiver back in Louisiana raising a little hell. We will get several Negroes elected to the Police Jury and other offices in the south. Take care.

Sincerely yours,

RMM/rwb

Ronnie M. Moore, Director
Leadership Development

April 4, 1967

COPY

Mr. N.H. Smith
Route 5, Box 315
St. Francisville, Louisiana

Dear Brother Smith:

I received your letter of March 2[illegible]th. I am very happy to hear from you. As you know, West Feliciana is still my favorite parish and you and others are my favorite people. I am enclosing an application for a Eleanor Roosevelt Scholarship for your daughter. I would advise that she fill it out as soon as possible.

I'm sorry that I didn't receive your earlier letter. I am also sending you a copy of the Voter Education Proposal which The Capitol Voters League requested me to submit to the Southern Regional Council Voter Education Project which includes your organization as a participating group. As of the present moment, I haven't heard anything final from Vernon Jordan who is in charge of funding. At the present moment, I plan to come to Louisiana and definitely will visit St. Francisville within the next few weeks. As soon as something is final as to when I will be comming, I will call you.

I am very happy that in the up-comming elections you are planning to run candidates for various elective offices. SEDFRE is making plans to run a workshop to train possible candiates for political positions like school board members, sity councilmen, police jurors and state representatives. Other offices may also be included in the training program.

Spiver Gordon is in Louisiana and by now Spiver should be contacting you concerning a Citizenship Education Workshop like the one in Plaquemine for persons in West Feliciana who are concerned with political action.

I sincerely hope that I have covered all the items raised in your letter and I am looking forward to seeing you soon. Take care and always remember that I am as close as your telephone or your mailbox.

Sincerely yours,

Ronnie M. Moore, Director
Leadership Development

RMM/rwb
Enc.

COPY

MAY 5 1967

To: Ronnie M. Moore, Director Leadership Training Programs, SEDFRE, Inc.

From: Spiver W. Gordon, Assitant Director Leadership Training Program, SEDFRE
DATE: April 26, 1967

Subject: Evaluation of two-Day Workshop Conducted in Iberville Parish for Political and Community Leaders from Cities of Plaquemine, White Castle, Bayou Goula, Maringourn, and Seymouriville.

The Scholarship Education and Defense for Racial Equality, Conducted a Two-Day workshop for political leaders in Iberville Parish. This workshop was sponsored by the Iberville Industrial Voter League and the Plaquemine Branch of the N.A.A.C.P.

Staff worker, Spiver Gordon spent one week recuriting Participants for the workshop from the above cities. The workshop was schduled for April 15, in Maringourn, Louisiana and was to be a one day secession, however due to heavy flooding in Louisiana the workshop had to be cancelled and consquiently a new site had to be chosen because of roof damages at the other site in Maringorun. The Workshop was conducted at the Herman Gramham Youth Center in Plaquemine, on April 25-26, 1967.

I recievied a lot of help in recuriting participant from the N.A.A.C.P. and the Voter League. W.W. Harleaux and Bill Samuel, both did a treamendous job as Resource Persons. Murphy Bell, also contributed valuabley to the workshop. Participant came from the following Groups or Organizations: N.A.A.C.P., P.T.A., Poverty Groups, or Civicis Organization, and The Iberville Industrial Voter League.

The majority of the participants had been some what involed in political action before in the parish. The attendence included a canididate for the House of Repersentative from Iberville Parish, Sheriff of Iberville Parish, School Board Member, Canididate for Clerk of Court, Police Jury Canididate, Democratic Comminittee member and member of the Maringourn City Council. Anew approch to securing Rescouce Persons was conducted with this workshop, that is public elected officials of Iberville Parish were asked to come and conduct the workshop on "Political Structure Of A Parish," of the four asked to come only the Sheriff was able to attend or cared to come.

I might add that the Sheriff did a very good job. I hope to try this approach again, perhaps we can save a few souls in the process.

4. W.W. Harleaux, President Iberville Voters League, "We here in Iberville need more of these workshops in order to reach all of our Citizens and Political Educate them".

5. W.O. Williams, Principal, Iberville High School, "There is definitely a need for these sessions for we have been without this kind of information and material for too long."

6. Miss Rosie B. Watkins, School Teacher, White Castle, "I consider these workshops very needed and also informative and interesting."

7. Mr. E.J. Barrett, Lemoyne Community Action, White Castle, "This session tonight is a very good beginning, in a good direction".

8. Miss Regina McClary, Student, Southern University, "I was very impressed with the workshops on organizing on a local level, I really enjoyed the role-playing very much."

9. Mr. Erenest Garnett, Iberville P.T.A. "I enjoyed all session, however I think this session" Hoe to set up a Political organization" was mont informative.

10. Mr. Autry Jackson, "Very, Very good I think we must have more of these sessions."

## Some Comments:

Since I have been in Louisiana I have spoken to Commuuity Groups in Franklin, Morgan City, New Roads, St. Franicville, St. James and Baton Rouge. I have secured contacts and the name of some very effective leaders in Louisiana.

My travel around the state indicates that CORE, as an organization is dead. The NAACP is trying to assume the leadershipin many of these communities, however local people still have some very strong ties with more militant organizations or local groups. I have received warm and high spirited reception in each of these communities I appeared.

The Iberville Industrial Voter League has a very big political year ahead. Their plans include the running of Negroes for all availble offices in November. It might be noted that they may very well get some of these candidates elected with a lot of hard work. Sheriff Griffon, the champion of tear gas in 1963, is making strong overtures to the Voter

The Objectives of this Workshop Were:

1. To introduce Participants to the Structure, Policies, Platforms and Issues on a Parish Level etc, in order that the Participants might arrive at a workable solution to their problems, and at the same time gain Political Strengh.

2. To develop on a local parish level a understanding of the duties, functions of State, Country, City Governmental Offices.

3. To discuss problems found in the community and try to relate them to the political process, hopefully to arrive at some answers to those problems.

4. To develop skills in organizing the Block, Precincit, Ward and County, in order to establish effective political Organization on a local level.

This Workshop was Conducted with the emphasis of the subject matter on a local level, secondly local resources were utilized in the actual running of the Workshop. Local Candidates were used as Resources Persons and Community Leaders were used as Discussion Leaders.

Below are some Comments from Participants.

1. William H. Samuel, Plaquemine, Local Leader, and Canididate for Clerk of Court, "Each time I attend one of these sessions I learn more and more, we must continue to have these very valuable sessions."

2. Huey Johnson, Plaquemine, Local Leader, "This is my first time attending a workshop of this nature; I am truly impressed".

3. Jessie M. Ourso, Sheriff, Iberville Parish, "ThERE is a tremendous need for these Citizenship Workshops for all our Citizens."

League, as he intends to seek the office again. This move by Griffon is making Sheriff Ourso very uneasy and a bit more sensitative to old campign promises, a couple of weeks ago he appointed a Negro as deputy in an area where he had been dragging his feet on since his election. I don't think the Leaders have any notion of even considering Griffon for Sheriff, however other candidates will take note of these moves.

I have been helping the NAACP and the Voter League on job opportunities for thepoor. We sent several letters to employers asking them to meet with us to discuss compliance withe the Civil Rights Act. I shall keep you posted on any later developments.

Below is my changes in my Workshop Schedule
St. Helena, East Baton Rouge, and Pointe Couppee to be held -- 5-12-13- 67
St. James and Asenion Parishes------------------ ---------------5-16-17-67
Madison and Ouachita Parishes----------------------------------5-20----67
West and East Feliciana Parishes ------------------------------5-27----67
Orleans-----Seventh Ward and Second Ward---------------------6-3-----67

On May 2 and 4, 1967, I shall conduct a two day Workshop for West Baton Rouge.

I hope you can provide Resource Persons for the 20th. and27th, of May and the 3th. of June, as you promised .

Yours Truly,

Spiver Gordon

To: Spiver W. Gordon, Assitant Director Leadership Traning Program, SEDFERE

From: Mr. Edmond Williams, Participant Citizenship Education Workshop
Conducted for Iberville Parish.

Date: April 27, 1967

Subject: Evaluation of Workshops, Conducted in Iberville Parish for Community Leaders and Political Canididates.

The Scholarship Education and Defense Fund For Racial Equality Conducted a two-day Citizenship Education Workshop in Plaquemine on April 25, and 26, 1967.

I attended both session, I found this Workshop to be the most instresting Program to be set up in a community, so many valuable points were brought out, and so much were accepted by participants.

However I feel that this workshop can help make young men and women great leaders in there community. I really enjoyed the workshop very much esipicially origanizating a Block, Precinict, Ward, and Parish level. It was very intresting to know, how much can be done in this form.

I found the role-playing a most enjoyable one, because it help in learning the weakness, in which we have in orginaziting leadership, we really need more of these session to help us as Negroes to be train, as sucessful leaders, and to use good judgement in organazing.

I think that the workshop can be improved if more people were reached all over the Parish, and we must find a way to concern them with what they they can gain by attend these session. I would to suggest that some type of refreshment be served to attract more people. People not attending function of this kind is very common, we must devise ways of reaching them. I feel that there is a need for more of these workshops on a continueous basics.

Yours Very Truly,

Edmond Williams

Edmond Williams

LEGISLATIVE CAMPAIGN STEERING COMMITTEE
13TH SENATORIAL-10TH HOUSE DISTRICTS
1812 Third Street
Plaquemine, Louisiana 70764
April 30, 1967

Memo: To All Members and Interested Citizens

From: The Chairman

Subject: Meeting Notice

Please accept this notification as a reminder of our next regularly scheduled meeting.

MAY REGULAR MEETING

Date: Saturday, May 6, 1967

Time: 1:30 P. M.

Place: The Gold Room, Starlite Lounge, Plaquemine, La.
(Fleniken Lane, Dupont Annex)

For those of you who are not familiar with the town of Plaquemine, follow these instructions for reaching the Starlite Lounge: When you enter the town you will be traveling southeast on La. Route 1. Turn right on Court Street if you are coming from the northwest, and left if you are coming from the southeast, cross the Texas and Pacific track and continue down Court Street. Court Street flows into Bayou Road. Follow Bayou Road. Fleniken will come up on your left. Turn left on Fleniken, cross the Texas & Pacific spur track, and the Starlite Lounge is a block further on your left.

We hope that each member of the Committee will be present at this next meeting. We hope to have much important information and many interesting persons to present to you. We feel that those of you who were present at the last meeting will long remember the wonderful time we had. We hope to make this coming meeting an even greater success. REFRESHMENTS WILL BE SERVED.

You are invited and encouraged to bring along any and all citizens who are interested in what we are trying to accomplish. The presence of candidates, district-wide and local, is heartily encouraged and requested.

William H. Samuel Jr
William H. Samuel, Jr.
Chairman

**W. W. HARLEAUX**
President

**L. T. THOMAS**
Secretary

**M. E. HERBERT**
Treasurer

**Iberville Industrial Voters League**
"Register and Vote To Make Democracy Live"
1818 HAASE STREET
PLAQUEMINE, LOUISIANA

Please
keep me informed
by sending copies of your
minutes,
thorough
& complete

May 31, 1967

JUN 5 1967

Mr. Ronnie Moore
Director of Leadership Development
Scholarship, Education and Defense Fund for Racial Equality
150 Nassau Street
New York, New York 10038

Dear Ronnie:

I very much enjoyed our little get together in New Orleans earlier this month. I hope that we shall be able to work closer together in the future.

I will try to keep you informed of what we are about in the Legislative Campaign Steering Committee by sending you along a copy of the Minutes each month.

We are truly pushing ahead in our efforts to unite the people of the four parishes that make up the 13th Senatorial District: Iberville, West Baton Rouge, Pointe Coupee and West Feliciana; and the 10th House District: The same parishes, less West Feliciana. We send delegations to the local meetings of each parish organization; and the leaders from each parish speak at each other's meetings. Last night we took a busload to West Feliciana. We are expecting one or two busloads from West Feliciana and a good representation from West Baton Rouge at our Annual Meeting Saturday night, June 3, 1967 at Iberville High School Gym, here in Plaquemine.

We still have no word from Vernon Jordan with regard to the proposal you submitted. I have been thinking about making a trip over there to personally inform him of what is taking place, to beard the lion in his own den, so to speak.

All of us have kicked off, or will be doing so, our voter registration effort now that the kids are out of school.

We definitely need some financial assistance to bring off the coup we are planning in this area. We will, for the first time, runn first class political campaigns, to include at least one or two tevlevision appearances for all major candidates. We would also like to have some one and two minute spot announcements to the extent that our finances will permit.

Sincerely yours,

William H. Samuel Jr

William H. Samuel, Jr.
Vice-President at Large

June 9, 1967

Mr. William H. Samuel, Jr.
Vice President at Large
Iberville Industrial Voters League
1818 Haase Street
Plaquemine, Louisiana

Dear Bill:

I have your letter of May 31 and was very happy to hear from you. Please keep me informed by sending more copies of your minutes and other materials pertaining to the political campaign and your voter registration drive. I think things are moving well and if there is anything we can do to help, please let us know.

I shall be attending a conference sponsored by the Voter Education Project of the Southern Regional Council on Sunday, June 11 through Tuesday morning, June 13 at Capahosic, Virginia. At that time I will discuss the Voter Education proposal for the sixth congressional district, and other training endeavors with Vernon Jordan. I don't think that you should make a trip to Atlanta. I shall write you as to what we discuss at the conference; then maybe you should go to Atlanta.

SEDFRE as a tax-exempt organization, cannot make political contributions. However, after you see how the local people in the 13th senatorial and the tenth representative districts respond to your campaign activities, perhaps we may be able to muster some financial support from labor and other sources.

I sincerely hope that you will be successful and we stand ready to help in any way we can.

Very sincerely yours,

Ronnie M. Moore
Director, Leadership Development

RMM:at

Telephone: 504-687-6826 Ofc
3412 Res

Iberville Industrial Voters League, Inc.
1812 Third Street
Plaquemine, Louisiana 70764
July 6, 1967

JUL 10 1967

Mr. Ronnie Moore
Director of Leadership Development
Scholarship, Education & Defense Fund for Racial Equality
150 Nassau Street
New York, New York 10038

Dear Ronnie:

I am happy to report that Vernon Jordan's field representative, William Beardsley and the VEP Treasurer, Mr. Olive came by to see us on June 27th. We showed them around and let them see what we have in mind.

I believe they were impressed in our plans and in what we have going here. They said they would most certainly fund us.

They asked me to submit a proposal which I did three days later. I asked for funding, effective July 16 for a period of eight weeks for our four parish area.

I shall keep you informed of developments from time to time.

Call me first chance you get. There is much I have to talk over with you.

Sincerely yours,

William H. Samuel Jr.

William H. Samuel, Jr.
President

August 3, 1967

Mr. William H. Samuel, Jr.
President
Iberville Industrial Voters League, Inc.
1812 Third Street
Plaquemine, Louisiana 70764

Dear Samuel:

I have your letter of July 6 and am very impressed with both the letter and enclosures. I was very happy to hear that Vernon Jordan will fund the project.

I hope the candidates will be victorious and the number of Negro registrants increased. I regret that I could not make the July 30 meeting, but I was tied up partly in Bethel, Maine and partly in Atlanta, Georgia. I guess you see what I mean.

I am very glad that you are keeping in touch with me and also that you are coming to the School Board Seminar. Since it is not far off, will be seeing you soon.

Sincerely,

Ronnie M. Moore
Director, Leadership Development

RMM:at

Telephone (Area Code 504)
687-3412 Res
687-6684 Ofc

William H. Samuel, Jr.
1812 Third Street
Plaquemine, La. 70764
October 3, 1967

Mr. Ronnie M. Moore, Director of
Leadership Development, SEDFRE
150 Nassau Street
New York, New York 10038

OCT 16 1967

Dear Ronnie:

I am running for the office of Clerk of Court of Iberville Parish (County) in the Democratic Primary Election to be held on Saturday, November 4, 1967.

There are 24 Negro candidates contesting 29 of 48 positions to be filled through the election. All of these candidates are sponsored and supported by the Iberville Industrial Voters League, Inc., of which I am the President.

This is, by far, the largest number of candidates fielded by any parish in the state, with the exception of Orleans Parish (which includes the City of New Orleans) which has a population that is more than 10 times greater than our own Negro population and is urban, whereas we are poor and rural.

We have more than 6,000 registered Negro voters out of a total of 13,000 voters. We expect to elect more Negroes to office in this parish than was elected in the entire State of Mississippi in the recent election there.

More than 3,000 of our Negro voters are illiterate and nearly all of them are poor. Many of them do not have transportation and others do not have the necessary motiviation, so on election day it is necessary for us to provide transportation to the polls for large numbers of the voters. It is the only way that we can be assured of getting out the vote on election day. This is a very expensive proposition and at this time we do not have the funds that are necessary to accomplish this task.

Using the method of transporting voters to the polls on election day, in last year's elections, we were able to produce more than 95% of the registered Negro voters, a national record. We hope to do as well, or better, this year.

In order to get this job done, we need a lot of financial support. Therefore, I am asking you to make a campaign contribution to help in this most worthy effort. I am certain it will be a source of great personal satisfaction to you that you will have played a part in helping to bring about meaningful changes in the political status of the Negro in the South.

Thank you in advance for your contribution.

Yours for freedom,

William H. Samuel, Jr.
President, Iberville Industrial Voters
League, Inc.

October 16, 1967

Mr. W. H. Samuel, Jr.
President
Iberville Industrial Voters League, Inc.
1812 Third Street
Plaquemine, Louisiana 70764

Dear Sam:

Received your letter of October 11 together with the materials concerning the Democratic primary election, November 4 in Louisiana. I am highly impressed with your organization and spirit. Reading your letter, if I were in Iberville Parish, I would vote for you myself!

I am passing on your letter and materials to Marv Rich concerning the two issues you raised:

1. Contributions
2. Sending Spiver Gordon and Jim McCain down two weeks before the election

Take care.

Sincerely,

Ronnie M. Moore
Director, Leadership Development

RMM:at
cc: M. Rich

W. H. SAMUEL
President

L. T. THOMAS
Secretary

MRS. M. E. HERBERT
Treasurer

**Iberville Industrial Voters League, Inc.**
"Register and Vote To Make Democracy Live"
1812 THIRD STREET
PLAQUEMINE, LOUISIANA 70764

October 11, 1967

OCT 16 1967

Mr. Ronnie M. Moore
Director of Leadership Development
Scholarship, Education and Defense Fund for Racial Equality
150 Nassau Street
New York, New York 10038

Dear Ronnie:

Enclosed you will find the Minutes of our latest Steering Committee Meeting. Things are really looking up for us here, so far as the campaign is concerned. I wish I could say the same thing about our financial state because we do not begin to have what it will take to get out the vote on Election Day. You know that this is the key to everything.

It definitely appears that we shall be the first group to make a major political breakthrough here in Louisiana. Surely, some of those philanthropists or organizations up there that support worthy causes can be persuaded to come through with some contributions to the cause. See what you can do.

Spiver and Jim McCain said something to me about wanting to come down here and help out during the election. Since we can use all the help we can muster, please send them on. They said they would like to come about two weeks before the election.

Very truly yours,

William H. Samuel Jr

William H. Samuel, Jr.
President

October 18, 1967

Mr. W. H. Samuel, Jr.
President
Iberville Industrial Voters League, Inc.
1812 Third Street
Plaquemine, Louisiana 70764

Dear Mr. Samuel:

It was very thrilling to read about your political activities, it certainly indicates the wonderful work your organization is doing.

Marvin Rich asked me to write you for some information:

1. The Negro population in the combined areas of Dupont Annex and Seymourville (Plaquemine)
2. Number of Negroes registered for the forthcoming election in Iberville Parish
3. Number of Negroes eligible to vote in Iberville Parish

Thanks for your cooperation in the above, and good luck to you.

Sincerely,

A. Teper
Secretary to Ronnie M. Moore

P.S. Marvin just told me to write you that if Jim McCain is available for the time you mentioned, he will be there to help you.

Alice: We must get missing facts right away

Mar

DRAFT

History is being made this election year in the Deep South. The Louisiana parishes (a parish is equivalent to a county) of Iberville and West Feliciana, both with civil rights histories of regression and violence are in all likelihood going to be listening to Negro majority voices from the county government seats after the 7th of November. In both counties, qualified Negro candidates are running for every available office, from Justice of the Peace to State Senator, with odds heavily weighted in their favor.

Considered against the backdrop of the counties' political records, these victories represent a remarkable achievement. Only five years ago, Iberville was a segregated parish where the strings of political power were tightly held by members of the white community in the county seat of Plaquemine. There were few Negroes registered to vote and virtually none represented in any office.

Today, a town councilman, a member of the school board and the poverty program director are among the many Negroes actively participating in county government decision making. Iberville holds the distinction, as well, of being the only parish in Louisiana with a Negro representative on the selective service board. This is all the more impressive in view of the fact that the town of Plaquemine, in Iberville Parish, was the scene of severe brutality and beatings of civil rights marchers as recently as 1963.

"Iberville Parish is a brilliant example of what we are trying to achieve in our efforts to 'politically awaken' regressive communities," explained

(more)

Spiver Gordon, representing the Scholarship, Education and Defense Fund for Racial Equality, Inc. (SEDFRE), headquartered in New York. Mr. Gordon, who directs the national organization's ~~civil rights~~ leadership training activities in Florida, Georgia, Mississippi and Louisiana, has seen the results of SEDFRE's leadership training programs since their initiation in 1964. The programs were begun to meet a pressing need for community leaders trained to cope effectively with local problems and political realities.

It was in 1962, Mr. Gordon said, that civil rights workers brought to the area an urgent call for voter registration, and attempts to register by growing numbers of the Negro population were met with powerful, often violent, blocks by powers determined to keep the government controls in white hands.

Twelve Negroes ran for office in Iberville Parish a year later, though none was elected. Since then, against a stream of steady resistance, gains have been made painfully but in strides. With needed SEDFRE training and assistance, Negroes were able to take over the levers of power, gaining little by little a stronger voice in the government. Sewage pipes, access to schools, street lights and other needs have been met. Where highly discriminatory hiring techniques previously made white personnel the general rule, large plants and companies in the parish have begun to add more and more Negro employees to their payrolls. Registering to vote for the Negro citizen is becoming less a danger and a trial.

Gaining of additional political leverage as Iberville Parish residents has given Negroes within the town of Plaquemine encouragement to pursue the resolution of yet another struggle. Although physically enclosed within the

(more)

boundaries of Plaquemine, the Negro enclaves of Dupont Annex and Seymourville are not legally considered part of the city and ~~Plaquemine~~ people are effectively # of people. ignored as town residents, without voice in the city government or access to services provided by city funds. The issue has long been in court, but those who oppose the incorporation of Seymourville and Dupont Annex are finding it increasingly difficult to block Negro demands, which are being made more knowledgeably and articulately than in the past.

Iberville Parish is not an isolated example of accelerated political growth in Louisiana. Similar advances have been made in the adjoining, even more rural, parish of West Feliciana, on the Mississippi border and only thirty minutes drive from McComb, Mississippi. Though the Negro population outnumbers the white three to one, there was not one Negro registered to vote in the county until 1964. There are ~~1800~~ Negroes registered for the upcoming election, or ~~40~~% of those eligible to vote within the parish. "Chances are strong," said Mr. Gordon, "that the county is going to be governed by a Negro majority." There are presently two Negro representatives on the West Feliciana school board.

The Scholarship, Education and Defense Fund for Racial Equality initiated leadership training classes in 1964, holding seminars and workshops wherever interest was shown. Assistance was not terminated with the election of SEDFRE-trained officials but continued after the candidates had taken office so as to ensure the greatest possible effectiveness.

Each Negro victory in these parishes represents not only a change towards a fairer balance of political power within the area, but also sets an impressive

(more)

example of what can be accomplished by local leaders trained to make the best possible use of community potential. The results of the upcoming elections in West Feliciana and Iberville parishes in Louisiana might well be recorded as landmarks of the civil rights movement in the Deep South.

# # # #

**To:** Mr. Robert Wechsler October 19, 1967

**From:** Ronnie Moore

**Re:** Iberville Enterprises, Inc.

The other day I bought ten shares of stock. I understand that you are a stockholder also. In order to keep the fight going, I E needs a loan.

Can we pressure ICBO or Small Business Administration for help?

RMM:at

W. H. SAMUEL
President

L. T. THOMAS
Secretary

MRS. M. E. HERBERT
Treasurer

**Iberville Industrial Voters League, Inc.**
"Register and Vote To Make Democracy Live"
1812 THIRD STREET
PLAQUEMINE, LOUISIANA 70764

October 23, 1967

OCT 26 1967

Miss Alice Teper
Secretary to Ronnie Moore
150 Nassau Street
New York, New York 10038

Dear Alice:

Thank you for your very kind words. I hope that, in the coming days, we shall be able to realize those aims for which we have been so dedicatedly striving.

In answer to your request, I am furnishing herewith the information you requested:

1. The Negro population in the combined areas of Dupont Annex and Seymourville: 3,500 (approcimately).
2. Number of Negroes registered for the forthcoming election in Iberville Parish: 6,122.
3. Number of Negroes elegible to vote in Iberville Parish: 7,060 (1960 U.S. Census)

Please convey my heartiest thanks to Ronnie Moore and Marvin Rich. Tell them that I shall be looking forward to seeing Jim McCain and Spiver here any day now.

Sincerely yours,

William H. Samuel Jr.

William H. Samuel, Jr.
President

Scholarship, Education and Defense
Fund for Racial Equality, Inc.
150 Nassau Street
New York, New York 10038
212 - 964-8210

Date October 14, 1966

INFORMATION REPORT ON SOCIAL ACTION ORGANIZATIONS

Name Iberville Industrial Voters League, Inc.

Address 1818 Haase St.

City Plaquemine State Louisiana Zip Code 70764

Phone 687-4170

| OFFICERS | Name | Address | Phone |
|---|---|---|---|
| President | W. W. Harleaux | Plaquemine, La.<br>1818 Haase St. | 687-4170 |
| Vice-President | Mrs. M. Wisher | Rt. 1, Box 360<br>White Castle, La. | 3791 |
| Secretary | L. T. Thomas | Thirt at Gay<br>Plaquemine, La. | 687-4603 |
| Treasurer | Mrs. M. E. Herbert | 917 Plaquemine St.<br>Plaquemine, La. | 687-2860 |
| Other | William Samuel | 812 Thirt St.<br>Plaquemine, La. | 687-6826 |
| | | | |
| | | | |

Community Activities of the group: Voter registration, voter education, Filing equal opportunity complaint for Negroes, sponser Negro candidates, support white libera candidates, develop poverty programs, frequent use of the ballot, selection and endorsement of issues, secure an understanding of the underlying issues of current problems, local, state and national; and to learn useful methods of analysis and evaluation which may be applied in consideration and solution of such problems; tho develop an attitude of communal belonging and improvement of all aspects affecting community living.

Community problems as seen by the group: Negroes need to develop a feeling of belonging-this is my community too. Need to understand that things don't just happen, people make them happen. In odder to do the above certain things must come first in this segregated society of ours. The first is get all Negroes registered. The other is teach them that a bad Negro official is better than a segregationist in an official capacity

FIVE MOST ACTIVE MEMBERS OF THE GROUP

| Name | Address | Phone |
|---|---|---|
| 1 Mrs. M. Wisher | Rt.1, Box 360, White Castle, La. | 3791 |
| 2 Leroy Alfred | P. O. Box 112, Carville, La. | Mi2-8186 |
| 3 William Samuel | 812 Third St., Plaquemine, La. | 687-6826 |
| 4 Manuel Anderson | 510 Turner St., Plaquemine, La. | 687-2719 |
| 5 Curtis Joseph | Gen. Del., Sunshine, La. | 642-5223 |

Mrs. Harriet Robertson , Rt.1, Box 56, St. Gabriel, La. Mi2-5443

Training needs of the group:

How to indluence people to want to help ; how to develop an attitude of communal belonging; how to improve all aspects affecting community living; how to involve the black bourgeoisie

# CANDIDATE ROUND-UP

## IBERVILLE INDUSTRIAL VOTERS LEAGUE

VOLUME I PLAQUEMINE, LA., THURSDAY, AUGUST 31, 1967 NO. 1

FOLLOWING IS A COMPLETE LIST OF NEGRO CANDIDATES WHO HAVE QUALIFIED FOR PUBLIC AND PARTY OFFICES IN THE COMING DEMOCRATIC PRIMARY SCHEDULED FOR NOVEMBER 4, 1967. THESE CANDIDATES EXPECT AND SHOULD HAVE THE SUPPORT OF ALL NEGRO VOTERS IN THE PARISH.

### DISTRICT

**SENATOR, 13TH DISTRICT**

EMMITT J. DOUGLAS (~~24~~ 65)

**REPRESENTATIVES, 10TH DISTRICT**

HUEY L. GRAY (83)
ALFRED E. MITCHELL (85)

### PARISH

**CLERK OF COURT**
WILLIAM H. SAMUEL, JR. (121)

**ASSESSOR**
HUEY JOHNSON, SR. (123)

**CORONER**
DR. BERTRAND O. TYSON (127)

**MEMBER STATE DEMOCRATIC CENTRAL COMMITTEE**

WILLIAM W. HARLEAUX (22)

**PARISH DEMOCRATIC EXECUTIVE COMMITTEE AT LARGE**

BAZIEL JOHNSON (199)
MILTON OSBORNE, JR. (201)
NOLAN PUGH (202)
ALBERT F. RICHARD (203)
JAMES WILLIAMS (207)

### WARD I

**POLICE JURY MEMBERS**

JOSEPH O. DAVIS (129)
SYLVESTER LAVIGNE (131)

**JUSTICE OF THE PEACE**

OLIVER JONES, SR. (168)

**CONSTABLE**

FREDDIE MOLDEN III (185)

### WARD II

**POLICE JURY MEMBERS**

GEHRIG L. HARRIS (135)
STEPHEN J. WILLIAMS (139)

**JUSTICE OF THE PEACE**

MRS. THERESA G. GAUTHIER (170)

**MEMBER PARISH DEMOCRATIC EXECUTIVE COMMITTEE**

WILLIAM H. SAMUEL, JR. (211)
LOUIS J. WATKINS (212)

### WARD III

**POLICE JURY MEMBER**

ALBERT F. RICHARD (141)

### WARD IV

**POLICE JURY MEMBER**

ROYAL JACKSON, SR. (143)

**MEMBER PARISH DEMOCRATIC EXECUTIVE COMMITTEE**

ROYAL JACKSON, SR. (214)

### WARD V

**POLICE JURY MEMBER**

FRANK LORRAINE (147)

### WARD VI

**POLICE JURY MEMBER**

ALLEN SNEARL (150)

**MEMBER PARISH DEMOCRATIC EXECUTIVE COMMITTEE**

MISS MILDRED SPRADLEY (216)

### WARD VIII

**POLICE JURY MEMBER**

MILTON OSBORNE, JR. (160)

**JUSTICE OF THE PEACE**

JAMES WILLIAMS (181)

**CONSTABLE**

EARNEST C. DAVIS (195)

### WARD IX

**POLICE JURY MEMBER**

WALLY OLIVER (165)

**JUSTICE OF THE PEACE**

EMANUEL CRUMP (182)

**MEMBER PARISH DEMOCRATIC EXECUTIVE COMMITTEE**

ALTON D. CRUMP (220)

MSS
546 SEDFRE

Independent Action Movement (IAM)
(California), 1967

Box 23
Folder 14

State Historical Society of Wisconsin

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MAY 5 1967

# PRESS RELEASE

For immediate release:
A Statement of policy by the INDEPENDENT ACTION MOVEMENT (IAM)

"By any means necessary" - Malcolm X

The Independent Action Movement is a band of black organizers fighting for the liberation of black people in the urban areas of this country. Our program is basically confined to California. Our home office is in San Francisco.

We in IAM feel that the normal ways of social reform as practiced by many civil rights groups serve their purpose. However, we feel that there has to be a revolutionary change in this society, before the black man can attain his human and civil rights. We are a revolutionary group in form and tactics, and are dedicated to revolutionary change.

We want liberation, power, justice, and peace - and by any means necessary. Our program is centered organizing black people to politically and economically control their own black comminities. To control their own political machines, their own businesses. We feel that in situations where black people dominate, such as in public housing, that black people should control the public housing commission - not be represanted - but control. This is why we have helped organize the San Francisco public rent strike.

We condemn the racist policies of this country. A country where black people are murdered mentally and physically everyday by white men - and then talks about the freedom of other people - such as the people of Vietnam. This is a hypocrisy. This is why we are against the war in Vietnam.

Today, the Chairman of the Independent Action Movement, Earl Anthony, will appear before the United States Civil Rights Commission.

## BLACK PAPER ON PRIVATE HOUSING:

Real Estate is the No. 1 industry in the State of California. The interests involved in the real estate complex are those very interests who are fighting "Fair Housing Laws", which are laws surrounding integrated housing, but we are not involved in integrated housing because the people we service cannot afford to live in surburbia. We want decent dwellings for people living in the Ghetto because that it does not exist.

Real Estate interests own our community - The Black Community. They drain from us what little capital we have with high rents for dilapidated rat infested buildings. Their negligence to their responsibilities as lenlords, under state and municipal law make them criminals, in our eyesight. Real Estate speculation and the inevitable urban renewal project are the Ghetto's biggest problems.

Urban renewal kills any step toward community development because its (The Ghetto) inhabitants are displaced, relocated into a different slum. Real Estate speculation causes the conditions under which urban renewal is made possible. It is not uncommon for a building in the Ghetto to change hands once every six to ten months. This exploiting the tenants by not making repairs, which are long overdue.

Health and Safety hazards are faced by more than 70% of the ghetto's dwellers. Along with other social, economic and political problems facing Black People Housing conditions are probably the major factor in killing a person's will to advance.

We see our enemy very clearly. For our community lies in the shadows of City Hall to the East, Pacific Heights to the North, Market Street to the South, Richmond District to the West, and freeways overhead. We see beautiful new housing developments where we once lived and know we can't afford to move into them now. We know we pay taxes but we never see a health inspector. We know we vote, but there are no laws strong enough to guarantee us a decent place to live and raise our children. So if there is going to be a change we must bring about that change ourselves. By whatever means we find valid, and fighting whoever stands in our way.

Real Estate Brokers, Apathetic government agencies, rats, roaches, and disease are all number one on our list, and our attacks will be directed towards them.

We may be attacked for being extreme, for being agitators, for being too radical, for over stepping legal guidelines, but we believe in an order higher than federal state, and local law. We believe in the rights of man.

Housing Committee
INDEPENDENT ACTION MOVEMENT

# BLACK PAPER ON PUBLIC HOUSING

The Way It is by Earl Anthony

One of the enigmas of the current struggle between the power structure of San Francisco's public housing and the tenants of San Francisco's public housing is that, the situation will not be remedied when negotiations are behun to stop the rent strike now is progress, upon the issues that many of leaders in the ghettoes of San Francisco feel are the issues at stake. The tone of the battle between public housing and the public tenants, has been adopted to a level which the power structure has consciously and unconsiously condoned as safe. The tenants of public housing have unconsciously been trapped into playing 'the game' by the rules that the power structure says are the rules that the 'game' will be played by. That is why the struggle between the Housing Authority and the people who live in Housing has been circular in nature. That is why when the tenants fought to replace John Beard as Executuve Director, and when Eneas Kane replaced Beard, and within less than a year the San Francisco Examiner's (Sept 20, 1965) lead paragraph in a story can read; "The 10 month honeymoon of Housing Authority Director Eneas Kane and his tenants appeared over today." The replacement of Beard with Kane had done no good. And the replacement of Kane with somebody else is going to be of no real good, until the power structure starts to deal with the people at the level of true condern.

The San Francisco Tenant Issue Council realizes that poor maintenance, and excessive utility bills, and unclean and opp essive policies, are things that the Housing Authority must change.

These are among the fifteen demands that STIC has made to the San Francisco Housing Authority. These are conditions that the Housing Authority will have to satisfactorily remedy before negotiations are started to end the rent strike. However, these are the effects-not the cause. The cause of this rent strike, and other forms of protest in public housing across this country, is that the institution of public housing as it now stands, is unworkable. The tenants have no real voice in defining their own day to day existance, and conditions.

This right to have real power to control and manage the public housing in which they live, and the servants who serve them (ie Housing Administration), is the answer to this cancerous situation that now exists. Without this, the circular struggle between the tenants of public housing and the power structure will continue to exist.

The power structure has always refused to deal with this problem head-on. Approximately three years ago, the San Francisco National Association for the Advancement of Colored People and Congress of Racial Equality began the battle with the San Francisco Housing Authority. Their objectives, which were eventually achieved, were two-fold. First, to oust Chairman Mazoola, who was chairman of the Housing Commissioners. Mazzola was a top-ranking official in the plumbers' union- a union which has received the scorn of the black community because it refuses to hire black people. By ousting Mazzola, it was felt that a more liberal element could control the Housing Commissioners, and the Housing Authority could change its racist employment pattern, by starting to hire black and eventually the poor and black people of San Francisco public housing would benefit by the additoon of the black men and women in the administration oif the Housing Authority. This was the second objective, to change the Housing Authority's racist hiring, by forcing them to hire black people into the crafts and administration.

The Housing Commissioners-who are five in number, and appointed by the Mayor to serve staggered terms-are the policy making body of San Francisco Housing Authority. They are supposed to be representative of the people.

When the NAACP and CORE ousted Mazzola as chairman of the Commissioners, Stephen Walter, a 'so-called liberal' became the chairman. Along with Walter, the Reverend Hamilton Boswell, a black man, became the two most powerful figures on the Commissionere. It was felt by many, that now there would be major changes. It was later proved that there were no basic changes, for these men were not really representative of the people.

The tenants in the different projects began to organize themselves into tenant groups, so that they could voice their complaints collectively, and not individually, and therefore form a position of power. The problems the tenants addressed themselves to were different from the problems to which the civil rights organizations addressed themselves. The tenants complained of poor maintenances, excessive utility bills, excessive and foolish charges, lack of recreational facilities, etc. The civil rights organizations addresed themselves to racial discrimination in hiring practiced by the

Housing Authority, and the fact that black people were segregated into the projects of Hunter's Point, Potrero Hill, and the Fillmore. Which, by the way, are the worst looking and maintained projects in San Francisco. They were then and they are now.

Both the tenant groups and the civil rights groups were fairly successful~~ly~~ in getting many of the things that they asked for in their initial confrontations with the Housing Aughority. However many things are still the same as they were three years ago. Black people are still put in Hunter's Point and Potrero, which is not bad in itself, but the pity in the situation is that these projects are allowed to be the worse looking and maintained projects in the city. I know for a fact, that white clerks in the central office of the Housing Authority will suggest to white prospective tenants not to select Hunter's Point or Potrero Hill to live. Hut these very same clerks will suggest that a black family move into Hunters' Point, or Potrero Hill, or the Fillmore. They rationalize this to co-workers, by saying that they (ie black people) will be more confortable among their own.

But it must be said that some significant changes were made by the efforts of the tenant groups and the civil rights groups. One of these changes was the hiring of black men as project managers. This was a desperation move that was forced upon John Beard by the outside civil rights pressure upon the administration and the Commissioners. Beard's administration, when he hired black men as project managers to change the image of the Housing Authority also set the pattern that the Housing Authority has followed for the last two years. It became an organization that was reactionary and acted defensively.

Time was to prove, that the hiring of the black man as project managers, as was the case in other 'reactionary' changes made by Housing, did not go to the basic problem. The black men who were hired as project managers were ineffective because they had the incidents of authority, but possessed no real authority. They in no way could change the existing conditions. In fact they made the conditions worse, by confusing the people, who actually felt that now they had somebody who could help them. The black men who were hired as managers were "used" by the power structure to pacify the people. Things are changing somewhat now, because the black people in the projects are demanding that these black managers be given authority and power, and then if they abuse this authority and power, they will be held responsible by these very same black people who have demanded they be given this mandate.

One of the major changes forced by the outside pressures was the ouster of John Beard as Executive Director. Beard became the fall-guy for the problems in public housing. Many of the tenant groups from the white dominated projects, allied with the black dominated projects, in putting the pressure on to get rid of Beard. Out of this alliance was born STIC, an organization of tenants city-wide, who felt it was necessary to speak from a unified and common

~~grou~~ ground, about problems that affect tenants in public housing.

After Beard was ousted, Eneas Kane was appointed Executive Director of the San Francisco Housing Authority. Now this was strictly a political move. Kane was executive secretary to Mayor John Shelley. Kane was appointed within hours of the time Beard resigned. Kane had gone to certain groups, prior to his appointment, and Beard's ~~re~~ resignation, and asked for support. It should be noted that when Kane asked for the support of the black community, he never consulted grass-roots leaders. The support asked for, was generally from people who were not public housing tenhnts. The tenants did not have the right to review a decision which had already been made. This is a basic problem of the institution of housing, as it is of other institutions of the power structure. The people who are really affected are not even allowed to review, no less being able to define, the people, policies, and programs which directly ~~a~~affect them.

When Eneas Kane took over as Executive Director, he bought a Madison Avdnue approach to public housing~~,~~in San Francisco. He stressed to his staff, that the image of public housing had to ~~be~~ be changed. The idea was to impress the poor black people and the poor white people of the projects, that the Housing Authority was not really that bad. It was a paternal approach. It was to prove to be a very outmoded approach. Kane talked to tenant groups, and Economic Opportunity Council officials about the changes 6hat he hoped to bring about in Housing. He was using the Madison Avenue app~~o~~roach to sell to the tenants the idea that they had a choice, between the 'bad' guy Beard, and the 'good' guy Kane.

It was only an ostensible choice, that Kane gave the tenants. There was no basic difference between Kane and Beard, except in approach. Beard was dogmatic in his philosophy that only he, and not the tenants, decided how public housing was to be run. Kane was solititious (sic) to tenant groups, but just as dogmatic in his philosphy that only he, and not the tenants, decided how public housing was to be run. Therefore, by replacing Beard with Kane was of no real significanse. Neither man was willing to deal with the basic problem of public housing-that tenants should help define their day to day existence-because it would threaten their absolute position of power.

The new administration had promised the black community that a black man would be placed in the second position of authority. It should be remembered that black people comprise about seventy percent of the people in public housing. The idea was to solidify the support of the black community by this bit of tokenism. The tenent groups were never approached to review or approve this suggested move.

After a supposedly nationwide search, a black man, Revels Cayton was placed in the second position. The irony of this situation was-that the black community had absolutely no say so in the selection of the black man who was being pawned off as being representative of them, and their causes. This was a shock-ing public display of the power structure's disdain of black people's right and responsibility to select their servants, and to hold them responsible to their selector.

It was obvious from the beginning that the black man who was to be the right hand man of Kane was to be window-dressing. A black face to pacify the black community. It was never asked, that in o rder to be representative of the black community in public housing, the black man should receive his mandate from the black community. The white power structure did not want this.

If we look at this intolerable situation closely, we will see how well-concieved it was. The white power structure not only intended to define what the black community did in public housing, but when it selected a black man to supposedly speak for the black community, it selected one, who when he accepted the job under the prevailing circumstances, could be nothing but a conduit through which the white power structure would speak.

I feel that by attacking the black man-who in this case is Cayton-you are doing no significant good. This man is the victim of the circumstances. The curcumstances in the institution of public housing in San Francisco, as in other parts of the country, are the cause. These circumstances, as they prevail today, are that the power and control of housing is in the hands of the power structure. A black man who workd for housing is motivated toward a position allied with this power, because if he is not, he will inh public display of the power structure's disdain of black people's right and responsibility to select their servants, and to hold them responsible to their selector.

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As I have said, the Housing Authority has refused to deal with the problems of basic concern. Because of this refusal to deal with the basic problems, the Kane administration began to run into trouble only four (4) months after he had taken over as the boss of public housing.

The Hunter's Point Tenant Union descended on a meeting of the Housing Commissioners, and refused to let the Commissioners leave the meeting room until they had been given a chance to read a list of their complaints against Housing. Promises were made. The promises have been broken.

The Potrero Hill tenant groups went downtown to see Kane and his administration, about doing something about the deplorable housing conditions. Promises were made. The promises have been broken.

In March, 1965, the Housing Authority attempted to evict a black tenant for being behind in his rent payments. The Hunters' Point tenants, and poverty program workders, organized and staged a sit-in, and refused to let the Housing Authority and Sheriff department evict this tenant. This was one of the signs, that the tenants were tired of HOusing's high-handed approach, and that they intended to do something about it.

A few months later, the Housing Authority attempted to evict a family on Potrero Hill. The community organized, and stopped the

Housing Authority and Sheriff department from making the evition. They were showing the HOusing Authority, that the high-handed, oppressive methods had to be stopped.

Because of the coverage that television, radio, and the newspapers gave to these incidents, the Housing Authority started a move to smooth over this potentially explosive situation. It was stressed by HOusing officials-that the rent must be paid, and that the Housing Authority had the right to evict tenants who did not pay their rent.

There is one thing that we must not forget. With every right there is a correlative duty. If the Housing Authority has the right to collect rent, then it must also have the duty to provide clean, decent, sanitary housing. The Housing Authority has not fulfilled its duty-therefore the tenants ofSTC feel that the Housing Authfrity are not legally entitled to their right to collect the rents. That is the why, of the rent strike.

When the Housing Authority started this move to smooth over the problems of the tenants, they found that the tenants were in no mood to be pacified. Kane organized a city-wide organization of tenant groups, and called a meeting. His intent was for this group to be a puppet. To be unable to act unless the power structure sanctioned its every move. At the meeting, the grassroots leaders of the tenant unions showed that they refused to be puppets. There were no more meetings.

The tenants of the projects city-wide decided that they should form an organization, that would speak exclusively to the needs of tenants in public housing in San Francisco. This organization was to define to the power structure what the basic problems of housing are. This is an important concept to understand-the organization of tenants to define their own problems. This goes to the basis of the struggle between Housing and the tenants. It takes this struggle out that sanctione safe zone, and presents it in stark reality. The Housing Authority must come to grips with the problems, as the tenants see them, and not as the Housing Aughority sees them.

Why did the tenants of STIC call the November 1 rent strike, which is still in progress? STIC felt that the Housing Authority had a duty to fulfill. They were not fulfilling this duty, and therefore they had no right to rent. By applying economic pressure, which is the only real pressure which can be applied, we will force the Housing Authority to come to grips with their problem.

What is the panacea? Look to who runs the show. It is run by the Housing Authority, aot the tenants. The solution is not in painting a few apartments,or killing a few roaches, or rats. These things are the effects. The cause of tenant dissatiffaction is that they have no significant voice in running the day to day affairs that affect them. If they had such power and control over their own affairs, they could make sure that apartments are painted, and rats and roaches are killed. That is why STIC is asking that three Commissioners-who are the policy making board-be chosen from among the tenants. That is

#12 THE WAY IT IS by Earl Anthony

why the STIC wants priority given to tenants for administration jobs within Housing. The basic problem is that thnants have no say so in the affairs that affect, not Kane or the Commissioners, but them. The affairs of day to day living in Housing. Until tenants are allowed to speak from a position of power concernigg the things that affect them-there will always be rent strikes, or worse. But, this concept hits the power structure where it hurts, and therefore they would rather deal with the effects, than to deal with the problem the way it is.

## The Author

Earl Anthony has worked for two years with people of Fillmore, Potrero, Hunters' Point project. Is Fillmore organizer for STIC, Is 26 years old Graduate of University of Southern California, with English and Political Science major.

MSS
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Institute of Community Studies, 1965-1969

**Box** 23
**Folder** 15

**State Historical Society of Wisconsin**

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Aaron Perry

December 2, 1965

1) Community People

(A) Black

(B) Puerto Rican

(C) White - are too busy fighting each other for control of the community that is controlled by whites and not having set goals in mind, there is very little communication with the leaders of each group. Community people are not informed of decision. Coney Island is one of the most unorganized and dangerous places to work in as an organizor.

Functioning Organizations in Coney Island:

(1) Family Center

(2) Operation Open House

(3) Freedom and Peace

November 13, 1968

Mrs. Marilyn Gittel, Director
Institute for Community Studies
153-10 61st Road
Flushing, N.Y. 11367

Dear Mrs. Gittel:

It was a good meeting. I think we will work together very well. Does this summarize your understanding? If there are any changes, we would be glad to make them.

Sincerely,

Marvin Rich
Executive Director

Enclosures: (2)

# MEMORANDUM OF AGREEMENT between the Institute for Community Studies and the Scholarship, Education and Defense Fund for Racial Equality

SEDFRE and the INSTITUTE will cooperate in an effort to provide a more adequate training for decentralization of the New York City school system. To this end, SEDFRE will provide a half-time director and a full-time trainer to: (1) train and supervise the community liaison staff of the INSTITUTE (2) provide training to the Governing Board, staff and selected citizen leaders of the Joan of Arc Governing Board and (3) provide area-wide workshops for other communities in New York City.

For these services over the next six months, the INSTITUTE will pay SEDFRE $11,962 for the following purposes:

| | |
|---|---|
| Director (half-time) | $ 4,250 |
| Trainer (full-time) | 4,125 |
| Staff benefits 10% | 837 |
| Workshop costs | 1,250 |
| Other expenses | 1,500 |
| | $11,962 |

It is understood that the Institute may apply to foundations for these sums and may request appropriate surcharges for administrative expenses from the foundations. Currently the INSTITUTE charges 20% for administrative purposes.

The INSTITUTE will provide clerical and secretarial services, office space and telephones, relevant materials and technical consultants. In addition, it is understood that the community liaison staff of the INSTITUTE will be used in the training program for the Joan of Arc Governing Board.

It is believed that additional intensive training in community organization, skill development, self-awareness and relevant information, maybe required in additional school districts in New York City. If this is the case, the INSTITUTE and SEDFRE will undertake to secure the necessary funds jointly. However, the INSTITUTE is prepared to provide up to $10,000 for these training activities while they jointly try to raise the required funds.

For the Scholarship, Education and Defense
Fund for Racial Equality:

Marvin Rich

For the Institute for Community Studies:

Marilyn Gittell

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For the Scholarship, Education and Defense
Fund for Racial Equality: ______________________
Marvin Rich

For the Institute for Community Studies: ______________________
Marilyn Gittell

QUEENS COLLEGE
of THE CITY UNIVERSITY OF NEW YORK
FLUSHING · NEW YORK 11367

INSTITUTE FOR COMMUNITY STUDIES

JAN 6 1968

January 3, 1969

Mr. Ronnie Moore
SEDFREE
154 Madison Avenue
New York, New York 10016

Dear Ronnie:

I need the memo you promised me by Tuesday A.M. at the latest. I will be meeting with Dunbar on Tuesday at 2:30 P.M.

Also - I have not been getting reports from Two Bridges, the West Side or 201. Can we please get more reports? I feel terribly deprived.

Sincerely,

Marilyn

Marilyn Gittell, Director
Institute for Community Studies

MG:ih

January 6, 1969

## MEMORANDUM

TO: Dr. Marilyn Gittel, Director, ICS

FROM: Ronnie M. Moore, Director, Leadership Development, SEDFRE

RE: Proposed Leadership Development Program for New York City School Decentralization

The following outline of training activities for the ICS-SEDFRE program is submitted for your consideration.

Since November 20, 1968, SEDFRE has been working with ICS staff to institute a program of leadership training and skills achievement aimed at the following objectives:

1. To identify community groups in New York City interested in bringing about educational change through community action.

2. To develop a community-wide network of trained community leaders equipped to function effectively as educational change-agents.

3. To institute a New York City School Board Training Series to insure:
   a. The training of community school boards upon request
   b. Provide information and supportive services to potential community school board candidates.

4. To define a method and approach for communities elsewhere attempting school decentralization.

I believe the program has the capability of reaching its objectives by concentrating its training activities in the following three directions:

### 1. Training Directed Toward ICS Staff Development

ICS staff will secure and maintain ties with community groups based on its personal and collective field knowledge of community programs. It will be the function of ICS staff to identify community-based groups and to publicize the training services available through the program. Such services will include: 1) direct assistance to local groups attempting to organize and develop programs around the issue of school decentralization, 2) contact with resource persons who can service and assist local groups with problems stemming from the technical aspects of decentralization and community control, 3) provision of background material related to the educational system and to the role and relationship of the school to the community. A general training packet will be developed for distribution to community groups by ICS staff. The packet will contain materials similar to that produced by the United Bronx Parents. Brochures from the SEDFRE Leadership Development Department on organizing for Political Action, Negotiations, Education for Action, Fund Raising and Public Relations will also be included. It is the intent of this program that ICS staff will become effective enablers in strengthening community groups so that their programs may be carried out. To equip ICS staff for this function, SEDFRE will provide direct assistance to staff both at headquarters and on the field. One day per week will be devoted to an all-day workshop for staff. The focus of these workshops will be on the building of specific community work skills, discussions of problems encountered in field assignments and the evaluation of on-going staff needs.

Each ICS staff member will maintain a file on the groups with which he is working. This file will contain information on the local organization such as the name and phone number of the contact person, the organization's activity background and material on the depth and scope of its involvement in educational improvement. The file will serve as a ready reference on all ICS staff contacts, workshops, training designs and evaluations for the particular group. Other pertinent data, including newspaper clippings will be added to the file as this material becomes available.

2. Training Directed Toward Developing a Cadre of Community Leaders

It is my feeling that the field activity of staff will have a catalytic effect upon community groups of all types within a given school district. Many of these groups have not yet become involved in school decentralization. Often from lack of information and insufficient membership, rather than from disinterest. A key function of staff will be to help strengthen local leadership and, consequently, the organization itself. Essential to the entire question of school decentralization is the fact that whatever proposal is placed before the community for consideration, it will need broad support for adoption. A community-wide network of informed, concerned and effective leaders would greatly add to the community's awareness as to how decentralization might be achieved. The development of such a cadre of leaders, on a city-wide basis, would not only supplement the task of staff, but would promote greater neighborhood involvement in the formulation of plans for decentralization.

The ICS-SEDFRE program will plan, organize and run a series of conferences designed to bring together community leaders on a city-wide basis. The purpose of these conferences will be threefold: 1) to provide community leaders with the most recent and up-to-date information on proposed plans and workings of school decentralization proposals, 2) to provide community leaders with effective community work skills such as decision-making, how to run workshops, goal setting and strategy planning, 3) to establish a model under which future district and group conferences can be set up by conference participants, either independently or with the help of staff.

I proposed that the first of these city-wide conference be held January 17 through 19 and that sixty persons, organization leaders from all types of groups in New York City, be recruited to attend. ICS staff is now in the process of recruiting participants. A priority agenda item will be the examination of the New York City Board of Education's proposed plan for a community school district system. Resource persons will be drawn from among the ICS professional staff and time will be allotted, prior to the conference, to meet with them on the conference agenda and content. To insure that their participation will have maximum effectiveness, attitude exploration will be an integral part of such a meeting.

3. Training Directed Toward Present School Board Members and Potential Candidates

The crucial questions arising around the decentralization of the New York City school system are solely related to the method rather than to whether or not it should be done. There is little doubt that the school system will be decentralized in some manner. Whatever questions remain lie more with the question of community control and of the relative power and of local and city-wide boards. Those questions dealing with boundaries, parent participation and the relationship of the city board to the community board are overshadowed by community concern over how the board is to be selected or elected and how effective community school board members can be.

The ICS-SEDFRE program can be instrumental in providing both leadership training and technical assistance to community school board members and potential candidates. Demonstration boards must be convinced of the relevancy of community development training. Attempts to stimulate interest in training have been made at Two Bridges, I.S. 201 and Joan of Arc. No board has indicated any real enthusiasm about the idea. With this data, I suggest that training priority first be given to community groups and citizen leaders and that we train boards only upon request. One reason why boards are not interested in community development and community accountability is because the boards are not yet genuinely accountable to their constituents. With respect to providing training for potential community school board candidates, the ICS-SEDFRE staff will identify as soon as possible what community activists plan to seek board positions. The staff will provide a strong link between the program services and potential board members. To meet the needs of potential board members and present board members if interested, I proposed that the program institute in February a New York City School Board Series for the following purposes:

a. To establish a central training location available to persons interested in school board policy-making with a view to becoming more effective community school board members.

b. To promote awareness and responsiveness on the part of school board officials to community demands for local control.

c. To provide an opportunity for the exchange of ideas and the development of creative thought regarding school curriculum with particular emphasis on the black community.

d. To insure a continuing service to community groups, leaders and board members so as to maintain community interest and involvement at constructive and productive levels.

Such a Training Series as outlined above could be conducted in the from of night classes at a location such as the Brotherhood in Action building in Manhattan. The curriculum would cover such topics as Campaigning and Political Action, Community Organization, confrontation politics, school board policy making with particular emphasis on reading and understanding school budgets, and the formal and informal structure and function of school board committees.

## Publicity

I have discussed the type of publicity campaign that might be launched with ICS staff and the feeling of most staff members was that a modest amount of publicity should be secured in newspapers. We believe this will stimulate requests for training from many groups only dimly aware of our program. Staff has indicated some initial problems simply by mentioning ICS which, certain individuals made unpleasantly synonymous with the Ford Foundation. However, this response has not diminished the intent of staff to publicize the program services where possible.

## Staff Requirements

SEDFRE's day-to-day responsibilities for this program have been assigned to David Helper, Spiver Gordon and Shirley Lacy. I consider all of them to be well-experienced trainers and each has had extensive experience in working with community groups and community goals. I shall supervise them on a half-time basis.

I further recommend that ICS hire two additional persons: one should be Chinese hired on a retainer basis; the other should be Puerto Rican hired on a full-time basis.

I feel that this program represents a real challenge for SEDFRE and, as I have already indicated to you, we are giving it top priority in terms of staff committments and assignments. Please feel free to make any suggestions for changes, corrections or additions you deem necessary.

# MEMORANDUM

January 13, 1969

To: Dr. Marilyn Gittel

From: Ronnie Moore

Re: Reporting Requirements

I have directed SEDFRE and ICS staff associates to submit to you reports on the first and fifteenth of each month commencing January 1, 1969.

In addition, we shall maintain a file on each organization involved in the program. For every workshop we sponsor the following written data will be submitted.

1. A training design
2. An evaluation
3. A list of participants
4. A list of consultants
5. A bibliography of resource materials

cc: Marvin Rich

# MEMORANDUM

January 13, 1969

To: Dr. Marilyn Gittel

From: Ronnie M. Moore

Re: ICS Staff

I am recruiting a Puerto Rican and two Black and/or Chinese trainers at yearly salaries of $8,000 each.

I hope to submit recommendations by Friday, January 17, 1969. I suggest that Perry Aaron be transferred to another division in the Institute and I shall have a staff replacement for him by the above date.

David Helper is sending you a memorandum on current staff assignments.

cc: Marvin Rich

# MEMORANDUM

January 13, 1969

To: Dr. Marilyn Gittel

From: Ronnie M. Moore

Re: ICS - SEDFRE Contract

SEDFRE has made a 2½ staff commitment (David Helper & Ronnie Moore) to the Institute of Community Studies. One and ½ staff started working November 20, 1968 and will continue to work for six months, ending May 20, 1969. One staff member, Shirley Lacy, began working January 1, 1969 and will continue to work for 80 days, ending April 30, 1969.

Your two checks for $11,962 and $4,400 will pay for staff and costs of City-wide conferences.

In order to make priorities for the SEDFRE staff I would appreciate your expectations.

cc: Marvin Rich

# MEMORANDUM

January 13, 1969

To: Dr. Marilyn Gittel

From: Ronnie M. Moore

Re: National Conference of Black School Board Officials

I think it would be a valuable experience for ICS Training Staff Associates to attend the National Conference of Black School Board Officials from January 29 to February 2, 1969. They will participate as discussion leaders and group trainers. Can you pick up the cost for their travel, lodging and board?

By the way, SEDFRE has invited representatives of Ocean Hill-Brownsville, I.S. 201, and Two Bridges School Boards. We will pay for their expenses.

cc: Marvin Rich

# MEMORANDUM

January 15, 1969

To: Dr. Marilyn Gittel

From: David Helper

Re: Current Staff Assignments

Constance Mackey --------------ICS Office

Gardenia White --------------Upper West side & Two Bridges

Adele Spier --------------Flushing, Queens

Barbara Pilgrim --------------District #13

Baron Perry --------------Central Harlem

Pamela McCoy --------------Coordinating - I.S.-201 Complex
Leadership Conference
February 14-16, 1969.

# MEMORANDUM

January 15, 1969

To: Dr. Marilyn Gittel
From: Ronnie M. Moore
Re: Employment Status of Aaron Perry

After consultation with David Helper and Aaron Perry we have decided that Aaron should remain with ICS training division. He will be assigned to Central Harlem until February 10, 1969. Then, he will begin working in Washington, D.C. under close supervision.

Please address correspondence to:

SEDFRE
153-14 61st Road
Flushing, New York 11367
January 20, 1969

Dear

Your name has been submitted by one of our staff members as a participant in a Community Trainers Seminar to be held on February 7th - 9th at the Greyston Conference Center, Riverdale, New York. We are delighted to learn of your interest and, upon your completion of the attached Workshop Planning Guide, you will receive further details on the agenda and transportation directions.

The seminar is sponsored by the Scholarship, Education and Defense Fund for Racial Equality in cooperation with the Institute for Community Studies at Queens College. This will be the first of a series of four community-wide workshops aimed at strengthening the community work skills and background information of community leaders working on educational issues. Meals and lodging will be provided at no charge.

Due to the limited space facilities at the Conference Center, we are asking that you confirm your attendance no later than January 31st. Should you find that you will be unable to attend, we would still urge you to complete and return the questionaire so that we may develop the entire series around the needs of all interested community leaders. Please feel free to include additional comments on the back of the form.

We look forward to a successful and challenging workshop.

Fraternally yours,

David Helper
Staff Associate, SEDFRE

DH:ih

G White
Copy

TO: DR. GITTELL

FROM: GARDENIA WHITE WEDNESDAY, NOVEMBER 13, 1968, 5:00 p.m.

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November 13, Metropolitan Urban Service Training (MUST) held a workshop. Attending were people from all over the city. The main focus was an exahange of problems that were relevant to everyone who are concerned with community control. Among the participants were these key people:

Juanita Denala - District #6 member of rump board.
David Smith, Gloria Mills and Gene Smithbury, members of District 3 Local Board.
Rhoda Kapraka, District 5.
Sandy Reche, West Side P/G Board.
Maxine Waldron West Side Parent Union.
Helen Testimark,HARYOU ACT.
Isaiah Robinson, Harlem Parents - Lillie Whitney and Goldie Chu, P.D.P.
Ruby Jones, Two Bridges Gov. Board.
Many representatives from District 13 and SCOPE staff.

The tone of the meeting was whether or not communities were dealing with specifics, that is essential to community control, such as:

CONSTRUCTION: What portion of the Board of Ed. money is being spent in the community, who are being hired and how the communities can pool their resources to get Black contracters involved in bidding.

BUDGET: Custodian help - paraprofessionals.

TRAINING: There were a list of questions of each one of these things and it all points to one thing; unless communities are to press for community control, everything else is meaningless.

The Workshop was a brain-picking exercise. The staff never got the group to focus on an issue that would unit the Black, Puerto Rican and interested

Whites toward the one goal. Communities must find a way to insure local control which is imperative to their future. Anything else at this time is irrelevant. Agency such as MUST will have to use all means to put pressure of the powers to be to make them aware of the urgence of this situation.

MEMO TO: DR. GITTELL

FROM: GARDENIA WHITE

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THURSDAY - NOVEMBER 14, 1968 7:30

WEST SIDE PLANNING GOVERNING BOARD

Members present: Dan Merit, Carmen McIntyre, Ann Hutchinson, Sandy Raache, Elizabeth Marzone, Constance Brown and James Finkelstein.

(Guest) John Mudd, Verna , ,and myself.

Topic for discussion:

Bank St. Training, By-laws, Hiring bi-lingual secretary. I.C.S. proposal. What to do about parents after strike.

I.C.S. PROPOSAL was approved with an additional. (see copy)

By-laws - There is an urgent need to establish same by-laws. There has been a rapid decline in members attendance at meeting. Discussion around the kind of censure must be made on members who don't attend regular meetings; also how to get rid of people in a democratic fashion.

Hiring Secretary It must be a person with bilingual ability and can have flexibility in hours, preferably some community person/~~with~~ but accept outside person.

Bank St. Met with John Rainado and staff. Was very impressed and have decided to hire them for the time. The group felt that they are more interested in educational training, also feels that Bank St. can assist them in getting a director and giving advice of curriculum. There were questions asked by guest if the group had contacted any other training group. Don Merit seems to be on the defensive when asked about training, in-group dynamics, sensitive training and organization training. Don stated that the group has a following of more than 1,000 parents and noone can tell them how to do this kind of organizing.

## Parents involvement after the strike

The group were saying in obvious terms that the Governing Board were over here and the parents were somewhere else and what were they going to do for them. This point on parent involvement became quite an item of discussion with everyone adding the bit on whether or not parents were ever ready for community control or even knew what they wanted. One would have to say that the West Side G.B. should begin to rethink the Who concept of C.C. Ann Hutchinson stated that parents were getting very frustrated by the lack of leadership from the G.B. and suggested that they as a group, resign and each person work in their individual school. Mrs. Marzon spoke on the issues that in J.H.S. 118 the children were grouped in one class on different levels, each group having different reading and math levels, and also a different kind of homework. Children were not getting homework and there was no learning taking place in the school. G.B. discussed what could they could do as a group and not as an individual parent to draw up some guidelines or to put pressure on the principal.

The G.B. on the whole seems to be in need of help in how to set some goal and priorities.

TO: DR. GITTELL

FROM: BARBARA PILGRIM

RE: WEEKLY REPORT, NOVEMBER 18-22, 1968

Barbara's copy

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NOVEMBER 18, 1968

A.M. Visited SCOPE offices in order to obtain most recent publication. Distributed same to parents of P.S. 289.

P.M. Informational meeting held at J.H.S. 271. Rev. C. Herbert Oliver presided. Unit Administrator Rhody McCoy spike briefly on his commitment to the community. Due to some points in the statement from Commissioner Allen, on which Mr. McCoy did not agree, he was sommoned to the Board of Education. He left immediately after speaking. Mr. McCoy was given a standing ovation by the 500 persons present. Rev. Oliver spoke bitterly of the agreement in which, he alleged, the representatives of Ocean Hill-Brownsville had no part. Rev. Oliver stated that they were kept in a separate room from where the negotiations were being held. From time to time, one of the officials from the Mayor, the superintendent, or the Commissioner, would submit to the representatives from Ocean Hill-Brownsville, the proposals being made at that time. Rev. Oliver described as "horrendous" the action against the teachers and the principals of Ocean Hill-Brownsville. He compared the suspensions and re-assignments as "serving time before you're tried". The statement from Commissioner Allen was read and was loudly denounced by the audience. The most severe reactions were caused by these points:

a. Impartial observers made up of representatives designated by the Board of Ed. and the U.F.T.

b. Advance programs given to returning U.F.T.rs.

c. Three man State Supervisory Committee with jurisdiction throughout the N.Y.C. public school system.

d. No reprisals against U.F.T. or C.S.A.

e. Time lost to children because of strike to be made up at the rate of 45 minutes per day. from Nov. 25 - March 7. Post holidays to be utilized as makeup time.

The teachers who have been with Ocean Hill-Brownsville throughout the struggle prepared a statement and presented it to the members of the G.B. The statement was a reiteration of their commitment to the Board and community, "to the end". Rev. Oliver stated that hundreds of letters of encouragement had been received. He then read a letter from a parent signed H.G. disapproving of the way in which he "let the Black Panthers come into the school". A Fund has been set up in order to finance legal operations and miscellaneous matters. This fund is called the Ocean Hill-Brownsville Community Control Facilities. A check for $1,000. was received from "a friend" at 110 Livingston Street. Mrs. Clara Marshall, Vice-Chairman of the G.B. spoke and asked everyone to address themselves, as in the past, to the business of educating the children. Mr. Alonzo, a member of the Two Bridges G.B. spoke, giving praise to Ocean Hill-Brownsville, the unity created therein and pledging the support of his board. He spoke of the fact that hiring of new teachers was now in progress by Two Bridges. He anticipates the inevitable confrontation with the Bd. of Ed. A few parents, from the district spoke, voicing displeasure at the settlement, but avowing continued support for the G.B. and its concept of community control.

**OBSERVATIONS:** The audience was not in agreement with one participant who suggested a letter barrage on the offices of the Mayor, the Superintendent and Commissioner. Allen. The adverse reaction to this method, as a weapon to injustice, might be attributed to the fact that the members of the audience were mostly young adults and teenagers. They displayed their impatience with the "old sisters and brothers, wait and see, philosophy". There was no hopelessness, no despair in their voices; these young people displayed extreme desires to get on with the business of living, whatever the future holds for them. Is it because they have a say, no matter how minute, or how intransigent in their own destiny. Is this the key to the survival of O-B?

NOVEMBER 19, 1968

Conferred with Mrs. Svenson of Clara Barton High School. She was quite concerned about some students who were told by returning teachers that they would not be credited for the time they spent in school during the strike. Credits for the instruction received furing this time is also in jeopardy.

The nursing students would suffer most from any penalty imposed. The State requires a certain amount of hours in order to be accredited.

NOVEMBER 20, 1968

Meeting with R. Moore and D. Helper at I.C.S.

NOVEMBER 21, 1968

Attended meeting of Bedford-Stuyvesant Educational Committee. Parents formed committees to see that teachers would actually be instructing during the holiday and 45 minute makeup time. They plan to contact school aides and teacher assistants for implementation of plans.

NOVEMBER 22, 1968

Contacted by Claire Robertson of the SCOPE program. Circulars prepared by program to inform community and parents of rights in relation to 3 man panel set up by the State, as a part of the settlement of the teachers' strike. No circulars available upon arrival. Will revisit and distribute.

**From:** Gardenia White

**To:** Dr. Marilyn Gittell

**Weekly Report - November 18 - 22, 1968**

1 P. M. meeting at Two Bridges Governing Board to further develop plans for the opening of school. Setting up guidelines from which parents, school staff and community could participate in to help the opening of school as normal as possible.

The school strike was over and faculty began to punch in at 1:30. Dr. Friedman alerted at staff to report to P. S. I auditorium at 2 P.M. for a faculty meeting with the Governing Board and the unit administrator. One third of the faculty reported. Dr. Friedman chaired the meeting. He welcomed the teachers back and gave a very brief report on how the Governing Board would like to see things get back to normal as soon as possible. We expect teachers to help make this so and behave in a professional manner.

During the meeting one teacher questioned the Governing Board feelings about their coming back. Mr. Alonsa, the chairman, stated that personally he didn't want them back, but as the chairman of the Governing Board he must do what is best for everyone that is involved. At 3:30 the Governing Board met and made their final interview and selection of the substitute teachers that were appointed in the district to permanant positions. The district hired more than eighty substitute teachers during the strike. All of them were board of education licensed and on the teaching list. Out of the eighty the board interviewed, screened and selected twenty-three whom the board thought was the most qualified and suited for the demonstration project. This group of teachers were also observed by parents and professional staff and were also their choice. The Two Bridges Governing Board appointed the twenty-three teachers without the approval of the central board of education. These teachers were asked beforehand if they were willing to take this kind of a gamble. They said yes, and also that they would back the governing board in any attempt they make to get them paid.

On Tuesday each Governing Board parent representative and one of the district staff persons met with each school faculty to work out the goals of the district and to talk about the parent roles in the school. At 1 P. M. Tuesday there was a parent and teacher meeting in each school. At P. S. I many parents were very angry with the teachers and told them so. They expressed their feeling that both sides must forget their feelings and start thinking of the children. The parents told Dr. Kursband that they were very angry with him and the role he played in the strike. Parents stated that they wanted a parent-room and that groups of parents will be patrolling the halls and doors from now on. This was the general tone of all of the parent and teacher meetings.

On Tuesday evening, all the H.M.H. and the Two Bridges Board held an open community meeting. The governing board reported on the progress of the school for the day. Half of the full staff were back, the role of the parents, the new human relations, and the appointment of the 23 teachers were also on the adgenda. The Governing Board stated the problems that were involved in getting the teachers permanent. The community gave their full support and were willing to back the governing board all the way, and take any steps necessary to keep these teachers.

The last part of the meeting was turned over to an Ad Hoc Committee of the community. This committee is constructed of parents, teachers and community people for better education for their children and also to support the governing board. The community was asked to send two buses of people to the Board of Education meeting on Wednesday afternoon at 4#30 p.m.. to sit there until the opening of the meeting and if the Board of Education did not respond to the Governing Board requests, to sit in and go to jail. Everyone at this meeting agreed that this was one way to mobilize the community and also to show the Board and Dr. Donovan that the community was willing to go all the way in supporting decentralization.

On Wednesday the Governing Board and their legal advisor Betsy Dubois met with Dr. John Doar at 1P.M. at his office. The Two Bridges Board presented Mr. Doar with a chronology of the steps that were taken before appointing these teachers. The Board tried to get Mr. Doar to be aware of the fact that the community and parents were in full force behind them and that they wanted these teachers. Besides it is also a very innovative program that these teachers were going to implement.

John Doar stated he would do everything that was legal and in his power to see that the Two Bridges community were able to keep the teachers. Mr. Doar met with the chairman Mr. Alonso and Dr. Friedman at 6 P.M. and told them that after meeting with Dr. Donovan and the rest of the board that Two Bridges could keep the teachers for six more days. This would give the Board time to study and come up with a city-wide policy on this.

The unit administrator accepted this proposal until Dec. 2. The Board also made it very clear that they were not satisfied but would take the Board in good faith. The two buses of community people who were at the board meeting were very disappointed with the Board decision to accept the central board of education proposal in such a gracious manner. The community stated the Governing Board sold them out. The Governing Board met further that same night trying to map out a more meaningful plan on ways to use the teachers until a more educational sound proposal can be worked out.

Adele Spier

## MEETING OF LOCAL SCHOOL BOARD 26 AT FRANCIS LEWIS HIGH SCHOOL - NOVEMBER 19, 1968

Only school in district open continuously during strike. Present: 200 to 300 teachers and parents.

Mary Richardson - President, thanked District Superintendent Josephine O'Brien (for her role during strike) who received standing ovation. District 26 had the least schools open, minority 1/3 didn't stand - Miss O'Brien said she was extremely touched by ovation, speakers who had written request for time given opportunity to speak.

UFT representative - thanked Miss O'Brien though Francis Lewis opened-she had functioned in an extremely difficult situation. Most speakers expressed note of harmony - some asked questions about making up school time - interested in whether 45 used all at once or 5 to 10 minutes added to each class.

One speaker said she was not ashamed to say she wanted schools opened during strike - reminded audience that she had worked in PTA for 12 years - said - hoped ugly rumours would stop,hoped there would be no recriminations against children (teachers said - oh ------ as if how absurd) - minority group stood up and gave her an ovation.

Then Reverend Don Morse presented and explained Board of Education's temporary decentralization plan - got into hassle with Miss O'Brien on question of who would determine tenure of new teachers, local board or superintendent; Miss O'Brien maintained rested on recommendation of district superintendent. Morse said matter of interpretation - he would not give up his interest - thought rested with local board.

Discussion moved to, was over question of eleminating three high school diplomas and handing out one - some parents resentful, one board member assured them that when matter comes to attention of Confederation of Local

School Boards - District 26 voted against this.

Announcement by local board member that "would be holding workshops for interested persons - first one on financial relations between city and state.

Meeting adjourned at 10 P.M.

# PROFILE OF RED HOOK DISTRICT

Submitted by Barbara Pilgrim

Red Hook is an isolated deteriorated, and overcrowded section of Brooklyn. The remoteness of this community as compared to other parts of the borough, can be attibuted to its proximity to the waterfront. This area is fringed by docks, terminals and shipping companies, and bulk of Red Hook's industries. The deterioration is due in a large part to the exodus of many of the larger firms and paradoxically the influx of smaller ones. Vacant factories, overflowing warehouses, standard and substandard buildings share the same block. The residents of these structures ranging from low to middle class suffer from the same malady of over-populated quarters. These conditions are little relieved by the Red Hook projects which houses most of the community's Black and Puerto Rican families. According to the 1960 census figures, these two ethnic groups comprise the minority in this area. The total population is 28,000. Of this number, 16,660 are White, 6,181 are Black, while 4,741 are Puerto Rican, with other listed at the figure of 418.

It is interesting to note that according to statistics obtained from the South Brooklyn Anti Poverty Community Corporation, that there are 6,612 standard dwellings which number is steadily decreasing, while of the 1,337 substandard dwellings listed, the number is rapidly increasing. Of the 6,546 families, some members who are wage earners, 46.5 earn less than $4,000. while 59.0 earn less than $5,000. Nearly half the population, (10,102) receive public assistance. The infant mortality rate is the highest in South Brooklyn, 22 infants died in 1964.

The number of youths under 21 years of age is listed at 12,505; in 1965 659 were arrested as youthful offenders. Needless to say, the above figures and statistics indicate a multiplicity of problems. In addition to inadequate housing, unemployment, underemployment, inadequate health services and narcotic addiction, there is also the problem of substandard education. There are 28 schools in District

15, P. S. 15 and 27 and J.H.S. 142 are in the Red Hook community. Since P.S. 15 is a newly constructed school, there is no information on reading scores or ethnic breakdown of students. Listed below are the two schools for which figures could be obtained:

P.S. 27 - Ethnic Composition

| | Puerto Rican | Negro | Other |
|---|---|---|---|
| | 35.0 | 61.4 | 3.4 |

5th Grade Reading Level - 3.86

| | | | |
|---|---|---|---|
| J.H.S. 142 | 50.5 | 24.6 | 24.8 |

Note: Only 10 students at P.S. 27 were reading above the 3.86 median score.

In the Statement to the Public, the Education Action Board of District 15, expressed its purpose and function as being a group of concerned parents, in existence because of lack of concern exhibited by the Local School Board. As individuals the parents were unable to get any recognition. The parents had questioned the reading levels which were lower than in other communities. There had been no significant response by the Local School Board. Parents were aware that members of the local school board had some responsibilities and obligations to the community. Early structure of this group was primarily concerned with local school problems. The present structure has been the shock troopers for decentralization. The Education Action Board had screened 15 candidates to serve on the local school board. They had invited the Board and the community to attend the final screening. There was a flat refusal from the local school board. The E.A.B. of District 15 had also chosen Mr. William B. Harris to be the Superintendent for the district. They were referred to Rose Shapiro, who was then President of the Board of Ed., who never honored the appointment.

The leadership of this group came from the Red Hook community, and remains there. There has been concentrated efforts by the leadership to involve more Puerto Rican participants. Obviously there has been serious gaps in Puerto Rican leadership.

At one time there was only one Puerto Rican and one Negro on the local school board. The rest of the board was Caucasion. Presently there are 3 Puerto Ricans and one Negro, still. This is not at all representative of this community. Part of the grievance of the E.A.B. of District 15 is the fact that suggested major changes have not been acted upon. In a report to Dr. Bernard Donovan, some of the changes suggested were:

1. Replacement ofmembers of the local school board who do not attend meetings.
2. Replacement of those members who have poor attendance records.
3. Meetings to be publicized for the benefit of interested citizens and parents.
4. Reports to be submitted for the scrutiny of interested citizens and parents.
5. More frequent scheduling of meetings.

More specific inadequacies noted in the report to Dr. Donovan included:

P.S. 27 - Needed refurbishing for 10 years, just repainted. Critical need of cafeteria. P. S. 27 now has 700 children eating lunch in a dingy basement.

P.S. 29 - Brutality charges against teachers in their instruction of CRMD children were never investigated.

P.S. 10 - Rental to a Parochial School without consultation with parents caused great resentment.

P.S. 321 - Parents interest in maintaining integrated school in an urban environment ignored.

No pre-school program in all of Park Slope (which is in District 15. Petitions have been ignored.

The Local School Board has not investigated charges of sub-standard education in the district even when supported by documentation.

P.S. 321 and I.S. 88 were at and over capacity the day they were opened. No relief from overcrowding has been forthcoming.

P.S. 39, 107 and 124 are overcrowded. The local school board claims to have been looking for a site for four years.

The local school board has flatly refused to enter into discussions for an educational plan for district 15 or on the question of decentralization.

No representation from Red Hook on the Board despite the fact that the area makes up a significant portion of District 15.

The major conflict seems to be with the Local School Board and the Board of Education. Their support comes from the disgruntled parents in District 15, the South Brooklyn Anti-Poverty Corporation, Family Day Care Welfare Recipients League, Parents Entertainment and Educational Committee and Red Hook Tenants League. The most significant events in the last year can be measured by confrontations with the Board of Education through legal machinery. Efforts have been undertaken to have the Principal of P.S. 27 removed. Mrs. Cooney has been charged by the Educational Action Board with negligence in her performance of duties. A custodian has been removed because of his alcoholism which jeopardized the childrens' safety. This group was instrumental in opening schools keeping them open by sleeping in and recruiting teachers and parents to man the schools. The Educational Action Board of District 15, held meetings for the education of community residents on community control. They presented Mr. Fuentes, Mr. Harris, Mr. Lee and Mr. Campbell as speakers on the subject. These persons are all from the Ocean Hill-Brownsville district; members of the Mayor's Task Force have spoken from time to time. The E.A.B. of District 15 has participated in most of the demonstrations and rallies held in support of Ocean Hill-Brownsville, and the concept of community control. Projected aims of this group is to obtain quality education for all of the schools in District 15, through meaningful representation on the Local School Board or formulation of their own local governing board. The Chairman of this group is Gloria Oliver, Co-Chairman is Nora Newby. Both of these people are active in other aspects of this community's problems. They are recognized as leaders in the community by residents and members of the establishment.

# CONSULTANTS

1. Howard Kalodner - Legal Consultant
2. Stephen Gardner - Legal Consultant
3. Maxine Waldron - Community Consultant
4. Sherry Gorelick - Rsearch Consultant (Sociologist)
5. Sheila Gordon - Education Consultant (School Organization)
6. Rachel Weddington - Education Consultant (Teacher Training)
7. Alan Hevesi - Political Consultant (Campaign Organization)
8. Geraldine Brooks - Budget Analyst - Fiscal Officer
9. Walter Hess - Film Consultant
10. Greenhut & Taffel - Consulting Engineer
11. Rhody McCoy - Education Consultant
12. Victor Solomon - Education Consultant
13. David E. Day - Education Consultant (Audio Visual Teacher Training)
14. Richard Styskal - Statistical Consultant
15. Joseph Laspro - Education Consultant (Teacher Organization)
16. Ruby Jones - Community Consultant
17. Lydia Alonso - Community Consultant
18. Jack Greenberg - Legal Consultant
19. Mario Fantini - Education Consultant (Teacher Training)
20. Gerry Weinstein - Education Consultant (Teacher Training)
21. Charles Wilson - Education Consultant (Educational Administration)
22. Sandra Thomas - Community Consultant
23. Trevor Walker - Books, Accounting Budget etc,

C. Mackey

## DISTRICT 13

HENRIETTA B. PURCELL - ASST. SUPER.

| SCHOOL # | NAME & ADDRESS | PRINCIPAL | PHONE |
|---|---|---|---|
| P.S. 3 | Bedford Village School<br>50 Jefferson Ave. 11216 | Morris Warholtig | 783-4766 |
| 7 | The John Jay School<br>141 York St., 11201 | Blanche R. Kasindork | 624-8561 |
| 8 | The Robert Fulton<br>37 Hicks St., 11201 | Blanche R. Kasindork | 624-7828 |
| 9 | T. G. Bergen School<br>80 Underhill Ave. 11238<br>(Annex - 279 Sterling Pl. 11238) | Stanley Seidman | 783-6858 |
| 11 | Purvis J. Behan School<br>419 Waverly Ave. 11238 | Harry H. Lutler | 638-0566 |
| 20 | 225 Adelphi St., 11205 | Richard Alexander | 625-2815 |
| 44 | 432 Monroe St., 11221 | Eunice Stadlen | 455-3553 |
| 46 | Edward Blum School<br>100 Clermont Ave., 11205 | Meyer Waks | 852-8393 |
| 54 | The Samuel C. Barnes<br>195 Stanford St., 11205 | Jack Siegel | 855-2127 |
| 56 | Lewis H. Latimer School<br>170 Gates Ave., 11238 | Samuel D. Levinson | 789-1113 |
| 67 | The Elliott School<br>51 St. Edwards St., 11205 | Sam M. Grant | 875-3747 |
| (b) 85 | The Sterling School<br>227 Sterling Pl., 11238 | Richard M. Moss<br>Asst. to Principal | 857-4720<br>857-4736 |
| 93 | The William H. Prescott<br>31 New York Ave., 11216 | Julius Nislow | 774-6709 |
| 133 | The William T. Butler<br>375 Butler St., 11217 | Jacob A. Schwartz | 783-0745 |
| 256 | Benjamin Banneker School<br>114 Kosciusko St., 11216 | Jack Cooper | 857-0247 |

| SCHOOL # | NAME AND ADDRESS | PRINCIPAL | PHONE |
|---|---|---|---|
| 258 | Nathaniel Macon (J.H.S.)<br>141 Macon St., 11216 | Mary L. McCassey | 783-6414 |
| 265 | Sands (J.H.S.)<br>101 Park Ave., 11705 | Sydney Gold | 858-2726 |
| 270 | DeKalb School<br>241 Emerson Pl., 11205 | Nancy H. Cowan | 622-9328 |
| 282 | 180 6th Ave., 11217 | Alfred Arnold | 638-7673 |
| 287 | Dr. Bailey Kelleigh Ashford<br>Schl. 50 Navy St., 11201 | Alfred J. Sirutis | 624-3606 |
| 294 | Simon F. Rothschild (J.H.S.)<br>300 Adelphi St., 11205 | Carl Berg | 625-7184 |
| 305 | Dr. Peter Ray Schl.<br>344 Monroe St., 11216 | Samuel P. Altman | 857-7273 |
| 307 | Daniel Hale Williams Schl.<br>209 York St., 11201 | Irving L. Carlin | 857-8911 |
| 369 | James Lawrence School<br>387 State St., 11217 | Joy L. Cox | 624-2226 |

**HIGH SCHOOLS**

| | | |
|---|---|---|
| Boys High School<br>832 Marcy Ave., 11216 | Dr. Norvel Clark (a) | 622-4310 |
| Bklyn Tech. H.S.<br>29 Fort Greene Pl., 11217<br>WNYE Broadcasting Station<br>operated by Bklyn Tech. | Isador Auerbach | 858-5150 |
| George Westinghouse Voc. & Tech.<br>105 Johnson St., 11201 | Nathan Clark | 625-6130 |

**JR. HIGH AND FINTERMEDIATE**

| | | | |
|---|---|---|---|
| 117 | Francis Scott Key<br>300 Willoughby Ave., 11205 | John R. O'Connor | 783-5505 |
| 294 | Simon F. Rothschild<br>300 Adelphi St., 11205 | Carl Berg<br>(LSB & P.A.<br>Merril Martin) | 625-7184 |
| 265 | Sands J.H.S.<br>101 Park Ave., 11205 | Sydney Gold | 858-2726 |

Instit of Comm Studies

Lance;
File Please

**Adele Spier**
251-25 Gaskell Road
Little Neck, New York 11363
BA 9-0462

**Gardenia White**
15 St. James Place
New York, New York 10038
227-5480

Barbara Pilgrim
707 St. Johns' Place
Brooklyn, New York
622-0041

Constance Mackey
358 St. Johns' P;ace
Brooklyn, New York 11238

857-4235

Father Thomas McDonald
142 East 29th Street
New York, N.Y. 10016
863-1675

Aaron Perry
St. George Hotel
Brooklyn, New York

a. Work with:
  1. Local boards
  2. Organizations educationally oriented
  3. Well organized, functioning districts?
  4.

Criteria for selecting districts?
" " " Trainer-organizer to work a particular district?
  a. familiarity, knowledge, In-roads, contacts, previous work & reputation in an area?

District 21 (Coney Island)
Local Bd. White; one Black
P.T.A., Coney Isle Program Devel.,
Operation Open Houses, N.R.O. (Strongest
in Area)

MSS 546 SEDFRE

Leadership Training Center
(San Diego, California), 1966

Box 23
Folder 16

State Historical Society of Wisconsin

Please Retain Original Order

T - Projects

LEADERSHIP TRAINING CENTER
2965 IMPERIAL AVENUE
SAN DIEGO, CALIFORNIA 92102
TELEPHONE 239-0325

September 19, 1966

Mr. Ronnie Moore
CORE-SEDF
38 Park Row
New York, New York (38)

Dear Ronnie:

I have just learned that you have an Economic Opportunity Commission Project which provides leadership training in New York. As you may know San Diego CORE-SEDF has sponsored a project under the Title Self-Help Through Neighborhood Leadership.

Our project has been in operation for less than two months. I am most interested in gaining information on other projects. Perhaps we can use your experience to enrich our own training program.

Enclosed is a brief statement of the local project. I look forward to hearing from you in the near future.

Sincerely,

Harold K. Brown

Harold K. Brown, Director
Leadership Training Center

HKB:pc

October 11, 1966

Mr. Harold K. Brown, Director
Leadership Training Center
2965 Imperial Avenue
San Diego, California 92102

Dear Mr. Brown:

Enclosed please find a copy of our Leadership Develppment Prospectus, 1966-67.

Sincerely,

RONNIE M. MOORE
Leadership Development Director

RMM/cs
Enc.

LEADERSHIP TRAINING CENTER
2965 IMPERIAL AVENUE
SAN DIEGO, CALIFORNIA 92102
TELEPHONE 239-0325

239-9945

December 19, 1966

Mr. Ronnie Moore
CORE SEDF
38 Park Row
New York 38, New York

Dear Ronnie:

The trainees attempted to reach the mountains for the last session but were unable to get to the camp. They were able to get within seven miles. Some cars were successful in reaching the camp, but others, disappointed, returned to San Diego. However, we shall try again next time.

I am submitting the travel expenses incurred on both trips. This is for gas mileage only. Prompt reply on this, needless to say, would be well appreciated by Santa Claus.

Please make check out in my name, Harold K. Brown, as this will not complicate the bookkeeping.

Best Regards,

Harold K. Brown

Harold K. Brown, Director
Leadership Training Center

HKB:pc

December 29, 1966

Mr. Harold K. Brown, Director
Leadership Training Center
2965 Imperial Avenue
San Diego, California 92102

Dear Mr. Brown:

We were sorry that your trainees were unable to reach the camp for our last workshop. However, we hope they will be able to attend our next workshop scheduled for January 6-8, 1967.

We received two letters from you dated December 19th and December 20. The December 20th correspondence was received first and checks were made out to each person individually. While I wouldn't want to complicate your bookkeeping, to change the checks now would complicate mine. I hope this won't inconvience you too much.

Many thanks.

Sincerely yours,

/rwb
Enc.

(Mrs.) Rosalind Becton
Secretary to Ronnie Moore,
Director, Leadership Development

## SCHOLARSHIP, EDUCATION AND DEFENSE FUND
## FOR RACIAL EQUALITY

### WORKSHOP APPLICATION

Name Mary Alice Price Age 28

Address 421 Aurora St. Phone 2644265

Occupation Trainee - Leadership Training Center

Name of Organization you Represent L.T.C.

Address 2965 Imperial Ave

Position Trainee

Experience 15 wks in the Center

Describe the basic problems in your community as you see them: A lack in Communicating with each Other. Education. The want to be used for A purpose or Cause.

Describe your Civil Rights Activities None

Describe the problems that you have getting communities to move: To Organizing them to get togethes And just talk, to not professionals but just God-fearing people. To learn to know more about people. Our people & ourselves.

Describe the problems you have in working with other groups: Feeling his, wants needs to be heard. To learn to probe in our minds And find Out ~~on~~ our faults And how to solve these things

On the basis of your own experience or your knowledge of the experience of others, what would you say were the biggest problems confronting someone trying to be a leader of a group in the community? The catse of just beaking that barries between us first

What do you regard as the most important things a good leader should know or be able to do? To deliver and also become a follower of the people.

Describe the additional training or knowledge that you think you need in order for you to function more effectively within the community? The Knowledge of becoming more sensitive. Also learn how to Open up my soul and play with it, and then Ask myself. Am I reddy now to become A leader

Comments: This weekend has made me Aware that I really didn't know my friends nor myself. But I feel I sincerly do now.

I hereby promise to attend all workshop sessions and participate fully in all discussions to the best of my ability.

Mrs. Mary
Signature of Applicant

**************************************************************

Do not write below this line.

Attendance____________________

Participation____________________

Student Evaluation____________________

Comments____________________

## SCHOLARSHIP, EDUCATION AND DEFENSE FUND
## FOR RACIAL EQUALITY

### WORKSHOP APPLICATION

Name Roland O. Grooms Age 26

Address 4507 "F" Street San Diego, Calif Phone 2641203

Occupation Leadership Trainee

Name of Organization you Represent Leadership Training, Center

Address 2985 IMPERIAL AVE

Position TRAINEE

Experience 15 WEEKS IN PROGRAM

Describe the basic problems in your community as you see them: LACK of COMMUNICATION AMONG THE People, Police PROBLEM, RECREATION facilities Lack of. School PROBLEM Defacto SEGREGATION. Streets IN THE AREA.

Describe your Civil Rights Activities NONE, of YET

Describe the problems that you have getting communities to move: I HAVEN'T TRIED YET

Describe the problems you have in working with other groups: LACK of COMMUNICATION with the other groups, also

On the basis of your own experience or your knowledge of the experience of others, what would you say were the biggest problems confronting someone trying to be a leader of a group in the community? Trying to be a Do Gooder
Another problem is they alway try to
be a leader who stand alone, away
from their Community

What do you regard as the most important things a good leader should know or be able to do? He should be
sensitive, Honest, have Knowledge, He
should be direct, also he should evaluate.
He should also be a good listener

Describe the additional training or knowledge that you think you need in order for you to function more effectively within the community? I think I'am ready
now

Comments:

I hereby promise to attend all workshop sessions and participate fully in all discussions to the best of my ability.

Roland A. Grooms
Signature of Applicant

*******************************************************

Do not write below this line.

Attendance

Participation

Student Evaluation

Comments

## SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY

### WORKSHOP APPLICATION

Name James D. Hamilton Jr. Age 24

Address 4336 "Z" Street Phone 26-28458

Occupation Leadership trainee

Name of Organization you Represent Leadership training center.

Address 2965 Imperial Ave

Position Trainee

Experience

Describe the basic problems in your community as you see them: Poverty to a pretty high degree, and lack of organization. A lack of deep understanding of each other in the community.

Describe your Civil Rights Activities None

Describe the problems that you have getting communities to move: Getting the people to bury their petty Grevences against one another, and unite themselves to work for a common goal.

Describe the problems you have in working with other groups:

People don't look at the problems that the people in other groups have, and make rash disissions that effect other groups

On the basis of your own experience or your knowledge of the experience of others, what would you say were the biggest problems confronting someone trying to be a leader of a group in the community? the people look at the personality of the leader, and if they don't like it, they oppose him. (his)

What do you regard as the most important things a good leader should know or be able to do? to be honest with the people he is leading, and be honest with himself, and be able to sence the varies needs of his people, and fulfill this need to the best of his ability-

Describe the additional training or knowledge that you think you need in order for you to function more effectively within the community? I believe I need training on how to listen.

Comments:

I hereby promise to attend all workshop sessions and participate fully in all discussions to the best of my ability.

James D. Hamilton Jr.
Signature of Applicant

**********************************************************

Do not write below this line.

Attendance

Participation

Student Evaluation

Comments

## SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY

## WORKSHOP APPLICATION

Name Albert Heisser Age 25

Address 4974 Lise ave Phone 264-0325

Occupation Leadership Traing

Name of Organization you Represent Leadership Train Center

Address 2965 Imperial Ave

Position Leadership Traing

Experience 14 weeks

Describe the basic problems in your community as you see them: Police problems

Describe your Civil Rights Activities

Describe the problems that you have getting communities to move:

Describe the problems you have in working with other groups:

It will be a lot better

On the basis of your own experience or your knowledge of the experience of others, what would you say were the biggest problems confronting someone trying to be a leader of a group in the community? Not being able to face one and another

What do you regard as the most important things a good leader should know or be able to do? understand his self.

Describe the additional training or knowledge that you think you need in order for you to function more effectively within the community? a long talk with Ronnie M. Moore

Comments: I love it Thank You

I hereby promise to attend all workshop sessions and participate fully in all discussions to the best of my ability.

Albert Heisser
Signature of Applicant

***********************************************************

Do not write below this line.

Attendance

Participation

Student Evaluation

Comments

## SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY

## WORKSHOP APPLICATION

Name Mrs. Girthia Maye Jackson Age 29

Address 3933 National Avenue Phone 264.0407

Occupation Leadership trainee

Name of Organization you Represent Leadership Training Center

Address 2965 Imperial Avenue

Position trainee

Experience

Describe the basic problems in your community as you see them:

Lack of communication between the people of the community and me.

Describe your Civil Rights Activities

Worked with the N.A.A.C.P.

Describe the problems that you have getting communities to move:

People are afraid to get to-gether they fail to realize the impartance of communication between each other.

Describe the problems you have in working with other groups:

Again there is lack of communication we really don't understand each other.

On the basis of your own experience or your knowledge of the experience of others, what would you say were the biggest problems confronting someone trying to be a leader of a group in the community?

dont

What do you regard as the most important things a good leader should know or be able to do?

Communcite

Describe the additional training or knowledge that you think you need in order for you to function more effectively within the community?

being able to express myself fully
so other may understand

Comments:

I hereby promise to attend all workshop sessions and participate fully in all discussions to the best of my ability.

Girthia maye Jackson
Signature of Applicant

*********************************************************

Do not write below this line.

Attendance

Participation

Student Evaluation

Comments

## SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY

## WORKSHOP APPLICATION

Name Marilyn W Lapp Age 34

Address 3419 "D" St. Phone Code 714 593 1610

Occupation Communications Skills Teacher c̄ Economically Deprived

Name of Organization you Represent Public School Teacher - Covina also - Church of the Brethren

Address 5th & E St. - La Verne, Calif

Position layman

Experience past youth leader c̄ Jr. Hi Dept.

Describe the basic problems in your community as you see them: I work with the low economic strata of the semi-transient Mexican American Community -- lack of interest in schools by parents (or fear?)

Describe your Civil Rights Activities Trying to develop positive attitudes in my white community about negro families moving into my neighborhood

Describe the problems that you have getting communities to move: We have seen negative attitudes passified & a beginning of acceptance (or resignation) The white affuent

Describe the problems you have in working with other groups: It is difficult to communicate with the affluent white collar society in which I attempt live in my Church

On the basis of your own experience or your knowledge of the experience of others, what would you say were the biggest problems confronting someone trying to be a leader of a group in the community? To establish a line of communication between school & home, leader & home

What do you regard as the most important things a good leader should know or be able to do?

- have compassion for the needs of other
- be equipted to humbly walk with others & point out the positive in their selves & their culture.

Describe the additional training or knowledge that you think you need in order for you to function more effectively within the community? I would like to get an NDEA Scholarship & recieve in depth, in-city training on the problems of mexican-american sub-culture. I want to discover how I can better communicate & elicite

Comments: better communication among these people

I hereby promise to attend all workshop sessions and participate fully in all discussions to the best of my ability.

Signature of Applicant

I don't know enough about you yet to so commit myself - please send information. I am extremely interested!

*******************************************************************

Do not write below this line.

Attendance

Participation

Student Evaluation

Comments

## SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY

## WORKSHOP APPLICATION

Name Harold K Brown Age 32

Address 831 S. 47th St. Phone 263-1673

Occupation Director - Leadership Training Program

Name of Organization you Represent Self Help Through Neighborhood Leadership

Address 2965 Imperial Ave

Position Director

Experience 6 yrs in CORE; Local + Western Reg. Chairman

Describe the basic problems in your community as you see them: Lack of understanding of the problems that exist among residents; a severe lack of sensitivity to each other; Lack of unity

Describe your Civil Rights Activities Served as CORE Chairman (San Diego) for 3 years; Served as Western Regional Chairman for 2 years.

Describe the problems that you have getting communities to move: Motivating the people to organize to solve their problems; getting the people to trust each other & come together to solve common problems.

Describe the problems you have in working with other groups:

Too much ~~[illegible]~~ loyalty to the organization and not enough loyalty to the people & the problems

On the basis of your own experience or your knowledge of the experience of others, what would you say were the biggest problems confronting someone trying to be a leader of a group in the community? overcoming suspicion, etc.

What do you regard as the most important things a good leader should know or be able to do? must be highly sensitive

Describe the additional training or knowledge that you think you need in order for you to function more effectively within the community? More leadership techniques & experience.

Comments:

I hereby promise to try to attend all workshop sessions and participate fully in all discussions to the best of my ability.

Harold K. Brown
Signature of Applicant

**********************************************************

Do not write below this line.

Attendance

Participation

Student Evaluation

Comments

## SCHOLARSHIP, EDUCATION AND DEFENSE FUND
## FOR RACIAL EQUALITY

## WORKSHOP APPLICATION

Name LUCIAN JACKSON JR. Age 28

Address 733 WEST STREET San Diego CALIF Phone 264-8726

Occupation LEADERSHIP TRAINEE

Name of Organization you Represent SELF HELP THROUGH NEIGHBOR HOOD LEADERSHIP.

Address 2965 Imperial Ave.

Position TRAINEE

Experience 2½ MONTHS

Describe the basic problems in your community as you see them: THE PEOPLE DO NOT HAVE ENOUGH CONCERN ABOUT THE COMMUNITY AND THE COMMUNITY LACKS ORGANIZATION AND LEADERSHIP.

Describe your Civil Rights Activities

Describe the problems that you have getting communities to move: the big problem is getting them organized.

Describe the problems you have in working with other groups: getting to know the other groups

On the basis of your own experience or your knowledge of the experience of others, what would you say were the biggest problems confronting someone trying to be a leader of a group in the community? Developing proper leadership qualities and being honest and sincere and dedicated.

What do you regard as the most important things a good leader should know or be able to do? to accept criticism, give criticism, be proud, knowledgable, dedicated, honest, educated

Describe the additional training or knowledge that you think you need in order for you to function more effectively within the community? the knowledge of the existing agencies in our community that the people can profit from.

Comments:

I hereby promise to attend all workshop sessions and participate fully in all discussions to the best of my ability.

Lucian Jackson Jr.
Signature of Applicant

**********************************************************

Do not write below this line.

Attendance

Participation

Student Evaluation

Comments

SCHOLARSHIP, EDUCATION AND DEFENSE FUND
FOR RACIAL EQUALITY

## WORKSHOP APPLICATION

Name Kimble, Walter G.

Address 4987 Lise Ave Age 27

Occupation Leadership Interne Phone

Name of Organization you Represent Leadership Training Center

Address 2965 Imperial Ave San Diego, Calif

Position Trainee

Experience 15 weeks

Describe the basic problems in your community as you see them: There seems to be a great lack of communication and organization

Describe your Civil Rights Activities Work with Afro-American Association, Committee for Community Acheivement and general relations work

Describe the problems that you have getting communities to move: Lack of interest by the communities and not being able to

Describe the problems you have in working with other groups: Not Being able to thoroughly have my ideas Understood and enacted

On the basis of your own experience or your knowledge of the experience of others, what would you say were the biggest problems confronting someone trying to be a leader of a group in the community? Not showing a threat to his position.

What do you regard as the most important things a good leader should know or be able to do? Being able to produce

Describe the additional training or knowledge that you think you need in order for you to function more effectively within the community? The abilit to organze and mobilize.

Comments:

I hereby promise to attend all workshop sessions and participate fully in all discussions to the best of my ability.

Walter L. Kimble
Signature of Applicant

*******************************************************

Do not write below this line.

Attendance

Participation

Student Evaluation

Comments

## SCHOLARSHIP, EDUCATION AND DEFENSE FUND
## FOR RACIAL EQUALITY

### WORKSHOP APPLICATION

Name Erma Jean Lucas Age 26

Address 3050 Webster Ave Phone 232-6025

Occupation Trainee

Name of Organization you Represent Leadership Training Center

Address 2965 Imperial Ave

Position Trainee

Experience Fifteen Weeks

Describe the basic problems in your community as you see them: Low Income - Police ~~P~~ problems. Fear to open to the negro. Lack of Commercation

Describe your Civil Rights Activities Ive worked with N.A.A.C.P.

Describe the problems that you have getting communities to move:

Describe the problems you have in working with other groups: Being over active and not giving the other persons to expres themselves.

On the basis of your own experience or your knowledge of the experience of others, what would you say were the biggest problems confronting someone trying to be a leader of a group in the community?

What do you regard as the most important things a good leader should know or be able to do? Being able to understand the problems of others and have a since of feeling which can be felt by others

Describe the additional training or knowledge that you think you need in order for you to function more effectively within the community? More Social Work more laboratory training

Comments:

I hereby promise to attend all workshop sessions and participate fully in all discussions to the best of my ability.

Erma J. Lucas
Signature of Applicant

********************************************************

Do not write below this line.

Attendance

Participation

Student Evaluation

Comments

# SELF HELP THROUGH NEIGHBORHOOD LEADERSHIP

This program is designed to bring a larger percentage of southeast residents into the role of leadership in community affairs. The program is especially geared to train the indigenous group who have not for the most part been involved in the leadership that to a degree determines the destiny of southeast residents. Most of us are aware that there has been a conspicuous absence of what many refer to as the "grass roots" person in the role of leadership in this community. Therefore, accusations have been heaped on the few "selected" persons, the few "self appointed" individuals, and the few sincere persons who have been the spokesmen for this community. It is obvious to many that this situation needs to be corrected. How do we correct it? By providing the opportunities to those who have the interest and the ability to become active leaders in the community. This program is designed to train these persons to become active, knowledgeable citizens. This hopefully will be accomplished by the following:

1. Developing within the trainee a basic understanding of the community in which he lives and the services available in that community.
2. Helping the trainee become knowledgeable of all community agencies, how they function, and their relationship to the problems facing the southeast community.
3. Helping the trainee develop skills in uncovering family and individual problems.
4. Helping the trainee to become equipped with the knowledge to plan, discuss and implement programs under professional supervision. These programs will have as their goals finding solutions to family and individual problems.

5. Helping the trainee develop counseling techniques, leadership techniques and sensitivity.
6. Helping the trainee develop skills in organizing.
7. Helping the trainee develop skills in oral and written communication.
8. Exposing the trainee to the many complex issues facing the community, so as to develop within the trainee skills in analysis.
9. Helping the trainee develop a basic understanding of the economy and how it can be used to help solve problems facing the southeast community in respect to business, budgeting, insurance, loans, interest rates, real estate, stocks and bonds, and savings.
10. Developing within the trainee a basic understanding of legal procedures and how to apply it to solving the problems of this community.

Let it be well understood that a trainee who develops skills in all the above-mentioned areas, but has failed to develop within himself a desire and committment to help those in need, has missed the whole purpose of this program. For only through helping each other can we hope to win the long and difficult fight against prejudice, discrimination, poverty, and misunderstanding. The trainee who does not use his knowledge and skill to constructively work toward a better San Diego for all its citizens, is equally guilty of missing the purpose and objectives of the program.

The particulars of this "leadership training" program are as follows:

1. The program calls for a director, assistant director, steno-clerk, and thirty-five (35) trainees (or internes).
2. The trainees will work eight (8) hours, five (5) days a week, spending two evenings each week in classroom work.
3. Each trainee will be assigned a portion of the southeast community in which he will work and apply his training to uncover and help find solutions to family and individual problems.
4. The trainee will be under the direct supervision of the program director and assistant director. Professionals from various fields will conduct classes and be available for consultation and supervision.
5. Trainees will be paid $1.25 per hour initially. The hourly wages will be increased every three months to reach $2.00 per hour the last 3 months of the training period. Transportation costs at ten cents a mile for one hundred miles per week will also be paid.
6. The Leadership Training Program is an independent program in the sense that it is not tied to the aims and objectives of any community organization other than the Economic Opportunity Commission. An advisor group composed of representatives from the 35 portioned areas will determine the policy and be responsible for evaluation of the program.

7. The training period for one group of thirty-five (35) trainees is for one year (12 months).

In conclusion we can say that this project has the dual objectives of developing a cadre of 35 community leaders each year and of helping this team of leaders to become directly engaged in community action for community progress.

Harold K. Brown
Program Director

Joy Goodwin
Assistant Program Director

Mss
546 SEDFRE

M.E.N.D., Inc. (Massive Economic Neighborhood
Development), N.Y.C., 1967

Box 23
Folder 17

State Historical Society of Wisconsin

Please Retain Original Order

M.E.N.D., Inc.
200 East 116th St.
NYC 10029

JUN 29 1967

June 26, 1967

Mr. Ronnie Moore
c/o S.E.D.F.
150 Nassau Street
~~Bronx~~, New York

Dear Ronnie,

Hi! How was life in Mississippi? Stimulating we hope.

Well Ronnie, we'd like to express our gratitude for helping in our sensitivity session. Not only for partaking as a Trainor, but also for wanting to help as an individual interested in our problems, and the solving of them.

We think you know that words could never express what we feel. We're sure the expression on our faces on Sunday morning helped show you our admiration.

We look foward to the pleasure of your company again. If we can be of assistance in any way please don't hesitate to contact us.

Sincerely yours

Josephine Bergtos
Lucille Thomas

**The Training Department**

Maria Torres
Ruben I. Ortiz
"That Little old Lady who Loves you," Ruth L. Brooks
Herbert Callender

MASSIVE ECONOMIC NEIGHBORHOOD DEVELOPMENT, INC.
200 East 116th Street
New York, N.Y. 10029

348-1222 Extension 21-22

November 24, 1967

Mr. Ronald Moore, Director
Scholarship, Education & Defense Fund
150 Nassau Street
New York, N.Y.

Dear Ronnie,

I hope this letter gets to you before you've wasted any energies in setting-up a sensitivity session for the MEND Board of Directors. I'm afraid we have to cancel the trip. The board members chickened out at the last minute, but it looks good for another futher date.

I'll be keeping in touch with you from time to time to let you know when they're ready, if ever. When you have time, please give me a call. I'd like to talk further with you about various approaches to this kind of thing.

Very truly yours,

Phyllis Hammond

(Miss) Phyllis Hammond
Administrative Assistant

PH/jl

RECEIVED
NOV 25 1967
SEDF

/A

JAN 11 1968

Training Department
M.E.N.D.
2139 Third Avenue
New York City 10029

January 8, 1968

Mr. Hank Smith
Training Staff Associate
S.E.D.F.R.E.
150 Nassau Street - Rm. 1030
New York City 10038

Dear Hank:

Hi! How's everything at SEDFRE? I hope all is going well and you're not working too hard.

We, here in the Training department, have started out the year with a bit more than can be handled. You, of course, know that we have always found SEDFRE's material extremely helpful in our programs, but we now find ourselves with a need to have some of your printed matter in spanish.

Our community and us would be so very grateful for any materials you may be able to provide us with.

Sincerely yours,

Josephine

Josephine Bustos
Trainor

January 19, 1968

Miss Josephine Bustos
MASSIVE Economic Neighborhood Development
200 East 116th Street
New York, New York 10029

Dear Josie:

First of all, many thanks for your well wishes on my new assignment. I hope that our two organizations will be able to work together on very worthwhile projects, and I'm sure that this can be done.

We are planning to translate some of our most popular brochures into Spanish, for example, we are now working on the one entitled, "Political Strength - How To Get It". As soon as it is completed I will advise you so you can let me know how many you can use.

I'm sure this will create better communication between the Puerto Rican and Black communities. Again thanks and please feel free to pass along any suggestions you feel may be helpful to us.

With a compulsive need to serve,

Henry G. Smith, Jr. - Staff Associate

HGS:at

# "WHAT EVERY ORGANIZER SHOULD KNOW!"

# "EAST HARLEM'S COMMUNITY RESOURCES"
## (Including Poverty Programs)

PREPARED BY: TRAINING DEPARTMENT
MEND, INC.
2139 THIRD AVENUE
NEW YORK CITY

[illegible] BY:

CONDENSED BY: LUCILLE THOMAS
TRAINOR

### I. Why does the problem of poverty remain unsolved?

The problem remains unsolved because organizers are content to pass the blame to the; "Power Structure", "The Politicians" or "City Hall".

### II. What is the key to building a good organization?

An organizer should learn:

a) Who holds the power in a community.
b) How that power is used.
c) Who makes the decisions.

### III. Is it possible for a person to become an organizer?

An Organizer must develop a thorough knowledge of his particular community. He must be committed to the neighborhood for as long as it may take to build a powerful organization. "This will mean a committment of several years."

### IV. What are some of the advantages of an organizer living in the neighborhood he is trying to organize?

a) He has a better understanding of existing problems.
b) He is readily accepted as a part of the community.
c) He has access to on-going dynamics of the neighborhood.
d) It dispels the chance of rumors spreading as to his loyalty.

### V. What are the disadvantages of an organizer living in the neighborhood? It is a disadvantage.

a) If he uses his residency as satisfaction for a self-centered ego.
b) When he over identifies with the problems of the neighborhood.
c) If he cannot clarify his role as organizer and take the role of resident or leader.
d) When his social habits create jealousies among the residents. These jealous traits may be detrimental to the organization.

### VI. What are some major points for an organizer to remember?

He should be able to:

a) Separate himself from the problems he is working with.
b) Identify himself with the future of the people in the neighborhood.
c) He must not become frustrated by slow progress.

### VII. Are demonstrations and organization basically the same?

a) Civil Rights Groups have used demonstrations to secure changes.
b) Organizing is building a structure to effect a change.
c) An organizer should build a structure which the community can relate to.

### VIII. When should an organizer seek information from the community?

When he can relate the answers to something specifically such as:

a) The needs and wants of the community.
b) The people and institutions who presently control such needs or wants.
c) Obstructions that may prevent the community from obtaining such resources.
d) How much power the organization would need to attack each specific problem.
e) What tactics are necessary.
f) The political set up, the relationship of the City Government or Federal Government. Whatever government is responsible for the services in the community.

### IX. What information is important to an organizer?

a) Major changes in a community that will happen in the future are as important as existing problems.

### X. Is it necessary for an organizer to establish good relationships with other organizations?

a) The establishment and maintenance of allies, is the only gaurantee that an organization can keep itself from becoming isolated.

### XI. What are some of the roles of an ally?

a) An ally may support the organization's right to take a position on issues.
b) Information can be obtained from an ally.
c) He may be able to filter information into the community.
d) They can serve as consultants in various fields.

XII. Are there important facts an organizer should know as he organizes?

He must know:

a) How a big decision is made for a community
b) The political structure in the neighborhood.
c) Did the neighborhood return a solid vote for the men in office.
d) Are the elected representatives members of the minority or majority party.
e) The firms or individuals that seem to benefit most from decisions involving the neighborhood.
f) He must know of those firms and individuals with significant vested interested in the community.
g) If they contribute heavily to certain campaign funds.
h) He must know what decisions are most likely to be opened for attack.
i) What individuals involved would be injured most by such an exposure.
j) Where the lines of communication can be tapped into. ~~or tapped into.~~
k) How the organization can mount an attack on the process of administration. ~~This process should be based on a position of moral superiority.~~

XIII. What are some of the methods used in solving individual problems?

a) Sub-standard Housing: You develop a method of tracing absentee landlords and processing court actions.

b) The Politician: Determine where his power lies and if the neighborhood fully supported him.

c) Urban Renewal: Check zoning regulations and constantly remind people that they are being pushed out.

d) Code Violations: Prepare a listing of violations, check records for frequency of complaints, note how they were handled or if action was taken by the court.

e) Economics: Check budgets, compare how much is spent for services in the neighborhood as opposed to better neighborhoods. Be able to relate this information to the community.

XIV. Should an organizer relate to existing leaders of the community?

a) Local Clergymen, P.T.A., Presidents, etc., are usually representative of their followers: Their attitudes will usually reflect the attitude of their constituents.

b) An organizer should be careful and not present himself as a threat to an existing leader.

c) He must not affiliate himself with leaders who the community feel hostile toward.

## COMMUNITY RESOURCES

Definition: An available means, immediate and possible source of supply. Something one turns to in the absence of the usual source or supply.

I. Resources would apply to:

a) People
b) Organizations, Agencies or Institutions
c) All Political Machinery

II. Using or utilizing our resources would mean making use of the above three.

How can we make use of people, organizations, etc., or the Political Machinery?

a) First we learn what the people want or need.
b) The type of services provided by available agencies in the community. If services are under utilized, we seek to promote a concern from the people. If the services are over utilized, we seek ways of alleviating them.

## NON HUMAN RESOURCES

[illegible]

## EAST HARLEM'S RESOURCES

### I. Health

| 1. Hospitals | Addresses & Tele: |
|---|---|
| a. Harlem Hospital | 136th Street, Lenox Ave.<br>AU-6-3300 |
| b. Metropolitan | 1901 First Avenue<br>EN-9-6300 |
| c. Flower Fifth | 106th St., 5th Ave.<br>TR-6-5500 |
| d. Mt. Sinai | 100th St. 5th Ave. |
| e. Joint Diseases | 1919 Madison Ave.<br>TR-6-7000 |

| 2. Public Health Stations - Children | Addresses |
|---|---|
| a. Mt. Morris | 122 Madison Ave. |
| b. East Harlem | 158 E. 115th St. |
| c. Carver Houses | 1481 Madison Ave. |
| d. G.W. Carver Houses | 1773 Third Ave. |
| e. East River houses | 412 East 105th St. |
| f. Lehman Village | 1589 Madison Ave. |

| Public Health Stations - Adults | Addresses |
|---|---|
| a. East Harlem | 158 E. 115th Street |
| b. Narcotic E.H. Protestant Parish | 306 E. 103rd Street |

### II. Housing:

| | Addresses |
|---|---|
| a. Millbank Frawley Planning | 180 Lenox Avenue |
| b. Triangle Association | 130 East 129th St. |
| c. East Harlem Tenants Council | 1741 Lexington Ave. |

| Area Services: | Addresses |
|---|---|
| South East Harlem | 1941 Madison Ave. |
| East Harlem | 354 East 116th St. |

## III. Education

| A. After School Centers | Addresses |
|---|---|
| 1. P.S. 7, Man. | 160 East 120th St. |
| 2. P.S. 155, Man. | 319 East 117th St. |
| 3. P.S. 39, Man. | 216 East 126th St. |
| 4. P.S. 80, Man. | 415 East 120th St. |
| 5. P.S. 101, Man. | 151 East 111th St. |
| 6. P.S. 102, Man. | 315 East 113th St. |
| 7. J.H.S. 45, Man. | 2351 First Ave. |
| 8. J.H.S. 117, Man. | 240 East 109th St. |
| 9. J.H.S. 120, Man. | 18 East 120th St. |

| B. Fundamental Adult Education | Addresses |
|---|---|
| **Day Classes** | |
| 1. P.S. 155 | 319 East 117th St. |
| 2. East Harlem Day Center | 312 East 109th St. |
| **Night Classes** | |
| 1. J.H.S. 13 | 106th St., Mad. Ave. |
| 2. J.H.S. 45 | 2351 1st Ave. |
| **Informal Adult Education** | |
| 1. Wagner Adult Center | 2351 1st Ave. |
| 2. J.H.S. 99 | 410 East 100th St. |
| 3. J.H.S. 117 | 240 East 109th St. |
| **Equivalency Diploma** | |
| 1. J.H.S. 45 | 2351 1st Ave. |
| **Evening High School** | |
| 1. Benjamin Franklin H.S. | East 116th St, F.D.R. Drive |

| IV. Miscellaneous | Addresses |
|---|---|
| Evening Trade School | Not located in E.H. |
| Post Graduate Trade School | " " " " |
| Automotive | " " " " |
| Commercial Art | " " " " |
| Computer Tech. | " " " " |
| Radio & T.V. | " " " " |
| Printing | " " " " |
| Machine Shop | 320 East 96th Street |

## Guidance Service for Youth & Adults

| | |
|---|---|
| 1. J.H.S. 45 | 2151 1st Avenue |

2. M.D.T.P.
Tele: LT-1-6410

Write to: N.Y. State Employment Service
1841 Broadway
New York City, N.Y.

# WHAT IS THE ROLE OF THE ORGANIZER? WHAT SHOULD HIS MOTIVATION BE?

PREPARED BY: TRAINING DEPARTMENT
MEND, INC.
2139 THIRD AVENUE
NEW YORK CITY

EXCERPTS TAKEN FROM: "THE ROLE OF THE ORGANIZER"
BY: WALT AND CAROL SHEPPARD

What is the Organizer?
What is his motivation?

The realization of the necessity for revolutionary changes in society which cannot be brought about within the framework of existing institutions. The Organizer seeks an over-all redistribution of power and access to decision making. He realizes the most difficult task is creating the conditions which will move community people to translate feelings into action.

"The will to revolt" is the organizer's role. His consciousness becomes newly awakened to the potentialties of human existence. There must be an inspiration in individuals, communities and entire nations for an entirely new concept toward life. A new awareness, a desire for a radical change. The will to act, has been created. Former limitations that were once acceptable have now become intolerable.

The organizer lives in a state of constant stress. His role is one of constant production. If he does not build his organization with power for change, then he must ask himself "What am I doing here?". He lives in a state of creative insecurity, because new situations face him every day. If an organizer lives in or out of the neighborhood, he is viewed with suspicion. It is as if he must prove himself at all times. A good organizer is like a good salesman, he must make the people in the community not only buy the idea of organizing, but they must commit themselves to it and take part to make the idea or concept workable. The organizer must not become a fanatic about his work. He must not become to emotional. He must be professional and by being competent he will be more effective.

What is the role of an Organizer?

In order for the people in the community to keep their human dignity and to grow, a good organizer will not adapt a paternal attitude. He must show them that they must become involved. He must develop in the very beginning a good working relationship by his words and actions. An organizer enters a community for one purpose only; to build an action oriented neighborhood with the power to affect change. If the people in the neighborhood decide that is what is needed, then, part of the working relationship is defined. An organizer must be needed. If an action oriented organization is subject to change to a recreational or social organization, then a good organizer must move on elsewhere. Once the people feel they can take over by themselves, then he must abide their decisions. An organizer must have foresight in dealing with personal problems arising between members; power factions between more than one organization.

He has many roles that he must play in his building of a powerful neighborhood organization. He must ba a Catalyst, Resource person, Teacher, agitator, and interpreter. He must form a working relationship by putting people in touch with each other and constantly presenting of new alternatives to the organization. An organizer must eliminate apathy by convincing people in a given neighborhood that they all have the same problems. Also if they communicate with each other, apathy will disappear. People are ready to attend meetings to discuss their problems. Here the organizer steps in and makes clear right from the beginning that what is needed is an action organization. The organizer presents alternatives. The organizer must know how to separate community problems from personal problems. He must know how to keep a meeting from becoming a group session. He must show them that just by talking about problems and not doing anything about them is not getting any place. Poor people have not had access to information and skills needed to affect change in their community. A good organizer, by listening to the needs of the people, realizes that the people know their needs better than he does. Before an organizer presents alternatives, he must have a good knowledge of the dynamics of the neighborhood and people who live there. As an organizer presents alternatives he must make sure that roles are clearly defined. A clear line of people participation and determination must be established. In presenting alternatives, the organizer must make sure that he structures his questions in such a way as not to impose his will upon people. In order to get the most involvement from people, sometimes an organizer must cite facts or other situations that have taken place. Other situations in other neighborhoods and other cities.

The organizer must be responsive. He brings into a neighborhood his background in organization. His skills, it means that he has taken time to read and develop these traits. The organizer must be a teacher. He may have to teach various skills such as; operating machines or do research on land titles or corporate holdings. He teaches people how to put out newsletters, flyers, run meetings and how to pull off a rent strike. He has to be like an agitator in a washing machine that shakes loose the dirt. He must have defined goals in mind that will open the people's minds and make them aware of the real nature of the problems of poverty. It must be based on the self-interest for the people and the issues must make them angry enough to act. The organizer must make people become aware that they have lived with and put up with problem situations too long. He must make them ask themselves questions such as, "Do I have to live in such a rat infested house; dirty garbage in streets, beg to be on welfare, lack of Police protection, inferior food, high drug costs, inferior schools, bias unions, lack of justice?"

Now, the organizer must unite the people by bringing them together. Then people can see that they are not alone, and other people have the same feelings. The organizer at this point must choose the groups from the potential organizational problems. Also, he must realize that some people will be hesitant and wish to leave things as they are. He must know how to focus that anger and change it into action. Here the organizer must create structure, roles and decisions. Here the organizer must have a workable alternative for action. Some people do not need "Consciousness Expansion", they know they are not to blame for their problems. They just need a little motivation and organization in order to act quickly.

An organizer must be an interpreter. He must teach people how to interpret politicians promises in Newspapers, Community problems, how to act on them, did they live up to their promises. The organizer must have certain traits which he must display. He must be honest, reliable, loyal and must maintain a high degree of self-discipline. If an organizer is to build a powerful organization, he must come into a neighborhood with a new theme song. He must not offer the same things that neighborhood agencies have been offering. If he makes a mistake in his dealings with people he must admit it. He must evaluate people's ideas. If they are not workable, he must be honest and say so. In being reliable, if he gives his word he must be able to deliver. His behavior must back up everything he says. He must be loyal to the people in the organization and the concept. He must never show any visible conflict of interest either organizationally or personally. If the organizer or the people come to conflicts of interests, then it is better for him to leave rather than thrust his opinions on them, because they will become dependent on him.

He must maintain self-discipline, keeping appointments, regularity in work hours and habits. The organizer must work hard and must be ready for action at all times. He must keep emotionally clear of any problems in a given neighborhood. His own personal problems must not enter the picture. He must analyze all problems that he sees in a neighborhood and keep his relationship on a strictly organizational basis.

An organizer cannot be a leader. If he wants to affect changes, then he shouldn't form an organization. His main purpose is to involve the people and to arouse enough initiative in the people to get them to act. He must instill into the people that they must speak for themselves. If he had all the time then he wouldn't have time for his other organizational duties. He would be defeating his own purpose.

# GUIDELINES FOR GOOD ORGANIZING TECHNIQUES

PREPARED BY: TRAINING DEPARTMENT
MEND, INC.
2139 THIRD AVENUE
NEW YORK CITY

CONDENSED BY: JOSEPHINE BUSTOS
TRAINOR

# GUIDELINES FOR GOOD ORGANIZING TECHNIQUES

## I. Whats your Angle?

Why is changing it important to you? Whats in it for you? What do you want to change?

People know that nobody does something for nothing. There has to be a reason. The answers to these questions may be different for every organizer. But, unless these answers are absolutely clear in your mind, you won't be able to get a "License to operate" from the people you want to organize.

An organizer has to be accepted by the people he wants to work with as different from the other "Helpers" who come around. He's got to become accepted as on the right side. Part of this acceptance depends on the answer to "Whats your Angle?" An organizer doesn't work to adjust people to things as they are or to "cooperate" and be reasonable about what their neighborhood needs. The organizer works with the neighborhood to change conditions and institutions which cause poverty.

## II. What are you trying to change?

What are the causes of poverty? What's wrong - where - why - how should it be? Our lives are controlled in large measure by some powerful institutions and systems. Do we really understand these systems? Know why they are powerful? Who are the people who run them? What is the self-interest of those institutions and those who run them? How do these systems work? Can they be made to work for the benefit of what you're trying to do? If not, how can they be changed? If we want to change something, first of all we have to understand what it is we're up against.

If the people had the power to force changes in America, what kind of society would you want to see created? Consider the following areas:

Poverty
Social Structure
Police
Money
The Military

Welfare
Education
Employment
Minority groups

Politics
Communication
Corporations
Business

## III. How are you going to change things?

No matter what it is you want to change, even if it is a problem only in the neighborhood where you are working, the things you are working to change are related to institutions and systems which effect neighborhoods all across the country.

Problems exist in neighborhoods like the one you are working in because it is not in the self-interest of those in power to solve them. To solve the problem it is, therefore, necessary for those who are interested in solving the problem to gain access to the decision making which affects the neighborhood. This means a redistribution of power.

### Power

If there is one thing that community organizers agree on, it is that the end goal of organizing is power. The kind of power that organizers talk about for the neighborhood they work in means achieving neighborhood self-government. This means, of course, control of the decision making that effects the neighborhood.

The organizer, therefore, must not only have a thorough understanding of the nature of power, and the concept of neighborhood self-government, but also be ready to deal with all the consequences, economic and social as well as political, of building an organization which achieves such power.

### Conflict

Conflict is not only inevitable in organizing; it is necessary to help build the organization. Conflict can help build an organization in the following ways:

1) People have to choose sides. The "enemy" gets defined.

2) The power sources get defined

3) The organization must assess its own power

4) Militancy is developed

5) The reaction of the "enemy" can win support for the organization.

While conflict is necessary to help an organizing effort it can also destroy an organization. In the early stages, before power has been built, an organization should not initiate a battle which it cannot win, or which will take too long to win.

It's wise to start first on an issue which will demand the least amount of conflict in the shortest perios of time, and an issue which will produce a certain victory.

Other ways in which conflict can destroy an organization, are the following:

1) Conflict which occurs within the organization can be destructive if it divides people into factions which then spend more time fighting each other than for changes.

2) Conflict which isolates the organization can destroy it.

3) Conflict which alienates allies is dangerous.

IV. Who's your boss?

"The man ain't gonna cut his own throat"

It's becoming common for people who want to organize to find a "job" as a community organizer or a job which is described as something else but which allows them to organize. This means the organizer has a boss and that what he can actually do after depends on who he is working for. Consider the following questions:

1) Who do you work for?

2) What are they trying to do?

3) How do they go about doing it?

4) Where do they get their money?

V. Who should be an organizer?

There is no one background, personality type, or educational level which determines who will be an effective organizer.

The following is a list of factors which must be considered by those who want to become effective organizers:

1) Motivation - What's your Angle?

2) Belief that change can be accomplished.

3) Ability to distinguish between reality and idealism.

4) Do you know when you alienate people?

5) Identification with the people in the neighborhood and their problems -- which side are you on?

6) Ability to allow others to lead and get the public recognition -- what kinds of rewards do you want and need?

7) Self-discipline

8) Attitude toward authority

9) Comfort in groups

10) Ability to communicate ideas and feelings.

11) Trainability; flexibility, openness to new people and new ideas.

Respectfully Submitted: J. Bustos
Trainor

## MEND' TRAINING AND ACTION
## DEPARTMENT TRAINING SESSION

June 7, 1967

TOPIC: Devising Ways To Mobilize The Community

By: Lucille Thomas

GUEST SPEAKERS

1. Mr. Andy Raubeson
   Community Development Program Consultant

2. Mr. Ronnie Moore
   Leadership Development Director Of
   Scholarship Education and Defense Fund

"FILMS"

1. "THE CORNER"
2. "RIGHT NOW"

## INTRODUCTION

The War On Poverty like all wars must have;

a. A goal set for achievement
b. Planned strategy

We cannot talk about strategy until we clarify the criteria set to determine poverty.

According to New York City's newly formed Human Resources analysis, recommendations were made on the following information of each area in the city:

1. Total persons receiving Welfare per 1,000 total population
2. Juvenile Deliquency per 1,000 population between ages 7 - 20
3. Live Births on General Service
4. Persons over 65 receiving Welfare
5. Persons under 18 receiving Welfare
6. Out of Wedlock live births
7. Veneral diseases
8. Infant mortality
9. Family income under $4,000 annually

## GOALS:

A clear defined goal will:

a. Decrease the Welfare and Juvenile Deliquent rolls.
b. Provide skills that will enable a person to demand a higher salary
c. Adopt methods to re-educate people with social problem

## OUTLINING STRATEGY:

The success of an army depends on its ability to mobilize its troops. Tactics are used that will enable the force to reach its target.

Our target is to eradicate poverty therefore we must concentrate on how to reach that goal. All stages and areas of poverty can be traced back to a lack of education, training and discrimination. Congress has decided that Community Action was the least effective of all poverty operations because:

a. They had no direction or goals.
b. No defined Training.

According to congress evaluations Headstart Programs, Job Corps, and Manpower Training Programs were more effective. This means that more monies will be spent for these programs than for Community Action. It means that if we have a strong feeling and want to keep community action alive, we will have to devise new ways of operation. We will have to search the value of all programs and insure the community of its profit. It is easy to see why all programs should be designed to:

a. Link services to needs
b. Create useful opportunities for wasted Human Resources
c. Involve the Community in the planning and implementation of Programs.

MEND is making an attempt to meet the Training needs of the Community. One of the most important Training Programs of all is the one that Trains people to Organize and Help Themselves.

Mss SEDFRE
546

Mississippi Freedom Democratic Party
(Citizen Education Workshop), 1966-1967

**Box** 23
**Folder** 18

State Historical Society of Wisconsin

Please Retain Original Order

**Kenneth A. Gibson, P.E.**
CIVIL ENGINEER
92 ROSE TERRACE
NEWARK, N. J. 07108

PHONE 242-0329

August 3, 1966

Mr. Ronnie M. Moore
Director, Leadership Training Program
Scholarship Education and Defense Fund
For Racial Equality, Inc.
150 Nassau Street
New York, New York 10038

Re: Citizen Education Workshop
July 20-25, 1966

Dear Ronnie:

My participation in your workshop was one of the most rewarding and enlightening experiences that I have ever had. In answer to the question- "What did we do?" - I would say you:

1. Illustrated that some activity was in progress in all states- naturally with more success in some states than in others.

2. Established better communication lines between those in the different states - this will undoubtedly help all of the participants because they can contact each other directly. (If it is possible, I would like to have a copy of the list of participants with their addresses and affilations. I am sure that the others would also benefit from having this list)

3. Revealed that we have generally the same kinds of problems in all the states with some specific differences.

I think that because there are specific differences in the problems because of varying state laws, conferences on the state level would be very helpful.

Please excuse my delay in answering. We have been busy trying to determine the origin of leaflets which instruct people how to make Molotov Cocktails.

Again, I enjoyed the workshop and look forward to seeing you again.

Very truly yours,

Ken

Kenneth A. Gibson

**Americans**
**for Democratic**
**Action**

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1947-1962

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*1223 Connecticut Ave., N.W., Washington, D.C. 20036, Tel. (202) 628-2545*

August 3, 1966

Mr. Ronnie M. Moore
Director, Leadership Training Program
Scholarship, Education and Defense Fund
for Racial Equality, Inc.
150 Nassau Street
New York, New York 10038

Dear Ronnie:

Many thanks for your nice letter of July 27 about my participation in the Citizenship Education Workshop. If they learned anything from me than it surely was a two-way street because I too found the conference an educational experience.

I have just returned from another short trip on which I left a day after returning from your conference so I have not had a chance to put down on paper my reactions.

I have a strong feeling that state conferences, and where possible even area and county conferences, are an excellent idea and I do hope that you will be able to arrange them. I promise you that I will do whatever I can to help you.

I was especially impressed at the conference with the representation of the various indigenous groups; I was impressed with the high level of sophistication many of these leaders had acquired, and I can't help but feel that these people, hard at work in their own areas, are the real future of the deep south. As they gain knowhow, sophistication and power I feel certain that the white liberals will gain the courage to begin to come forward and create that essential coalition that we need.

In spite of what I know ~~are~~ were some difficult moments for you, I think you should feel well satisfied with the net results.

I have one other comment to make. I am one of those who believe in tight structure and if I have any criticism at all to make it would be in this area. Nevertheless, this is not a serious issue and I know that you are far more knowledgeable and understand this particular group than I would be.

Many thanks for your having invited me, and I do hope I can be of some help in the future. If you come to Washington, please give me a call. I would like very much to see you.

Sincerely,

Leon

Leon Shull, National Director

LS/lhk

SOUTH CAROLINA

**VOTER EDUCATION PROJECT**

1719 TAYLOR STREET
COLUMBIA, SOUTH CAROLINA
TELEPHONE 254-5953
253-2369

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5th Congressional District
R. H. Haile
Camden, South Carolina

6th Congressional District
Dr. R. N. Beck
Florence, South Carolina

August 5, 1966

Mr. Ronnie Moore
Scholarship, Education and
Defense Fund for Racial Equality
150 Nassau Street
New York, N.Y. 10038

Dear Ronnie:

I am rather busy with our state wide political meeting scheduled for Sunday, August 7, but as soon as the smoke clears, I will write you a few lines on the recent Citizenship Education Workshop at Frogmore.

I have long felt that Negro college and high school students in South Carolina represent one of the largest untapped social forces in the State, and I would be eager to assist or to co-sponsor a state-wide congress of Negro students. If we were able to do this on a mass scale and still structure the conference to allow for small group meetings, I think the results would be well worth the effort. If this could be done before the close of the last registration period which is October 3,4, and 5 the results would have a direct political effort as well as a social one.

RE: your suggestion for statewide meetings.

Sincerely,

Dick

Richard Miles

RM:bb

October 13, 1966

Mr. Lawrence Guyot
Mississippi Freedom
 Democratic Party
507½ N. Farish Street
Jackson, Mississippi

Dear Lawrence:

We plan to run two workshops on Citizenship Education, one in Louisiana, November 25-27, 1966 and one in Frogmore, South Carolina, December 2-4, 1966.

We would like you to serve as a resource person to discuss:

1. The two-party structure - an explanation of the Republican Party, Democratic Party, and rise and fall of third parties
2. Setting up political organizations which includes, techniques of campaigning,; getting out the vote; support from labor and other groups
3. Current issues in Negro politics

I received your letter requesting a conference in Mississippi and we plan to hold one there. Due to lack fo funds, I cannot tell you the exact date as of this memorandum. Unfortunately, requests for conferences came to us from South Carolina, Louisiana, and Florida first. However, I promise you that we will have a workshop in Mississippi within the next three to four months. We will be very happy to pay for your expenses to and from the workshops in Louisiana and South Carolina.

We are not certain of the exaxt sites of the above workshops, but will furnish you with details, as soon as possible. Nevertheless, I need a commitment from you.

Cont'd...

There will be approximately 70 persons from local community groups, national civil rights organizations, voters leagues, neighborhood block associations, and other community organizations controlled and operated by indigenous community leadership.

I hope to hear from you soon, and I sincerely hope you will be able to participate in both workshops.

Sincerely,

RONNIE M. MOORE
Leadership Development Director

RMM/cs

October 27, 1966

Mr. Lawrence Guyot
Mississippi Freedom Democratic Party
507½ North Farish St.
Jackson, Mississippi

Dear Lawrence:

I received your letter of October 20, 1966 and I was delighted that you accepted our invitation to participate in our Citizenship Education workshop. Due to several circumstances, we are forced to postpone the workshop in Frogmore, South Carolina. However, the workshop in Louisiana is still scheduled for November 25-27. I would like very much for you to attend as a resource person.

Postpned

Enclosed please find a check for $50 which will cover your transportation expense. At the workshop in Louisiana I shall talk to you about plans concerning the institute for Mississippi. I am sending you, under separate cover, an evaluation of the Frogmore workshop, minutes from state meetings, and the first draft of our manual on political organizing.

— not sent

I am looking forward to seeing you soon. Many thanks,

Sincerely,

RONNIE M. MOORE
Leadership Development Director

RMM/cs

November 15, 1966

Mr. Lawrence Guyot
Mississippi Freedom Democratic Party
507½ North Farish Street
Jackson, Mississippi

Dear Lawrence:

I received your letter of October 20, 1966 and I was delighted that you accepted our invitation to participate in our Citizenship Education workshop. Due to several circumstances, we are forced to postpone the workshop in Frogmore, South Carolina. However, the workshop in Louisiana has been rescheduled for December 16-18, 1966. I would like very much for you to attend as a resource person.

Under separate cover, I am sending you travel expenses, and transportation directions. At the workshop in Louisiana I shall talk to you about plans concerning the institute for Mississippi. I am sending you also, under separate cover, an evaluation of the Frogmore workshop, minutes from state meetings, and the first draft of our manual on political organizing.

I am looking forward to seeing you soon. Many thanks,

Sincerely,

RONNIE M. MOORE
Leadership Development Director

RMM/cs

December 13, 1966

Mr. Lawrence Guyot
Mississippi Freedom Democratic Party
507½ North Farish Street
Jackson, Mississippi

Dear Lawrence:

Enclosed please find a check for $50 which will cover the cost of round trip air travel from Jackson, Mississippi to Baton Rouge, Louisiana. I am delighted that you accepted our invitation to participate in our Louisiana Citizenship Education Workshop.

Please be prepared to discuss the following:
a) Organizing for year-round political action; and
b) Current issues in Negro Politics

As soon as you make plane reservations, please call the residence of William W. Harleaux, 1818 Hasse Street, Plaquemine, (504) 687-4170. I will arrive at the Harleaux residence on Thursday evening. The workshop will be held at Jackson's Restaurant in Plaquemine.

I am looking forward to seeing you soon. Many thanks.

Sincerely yours,

RMM/rwb
Enc.

Ronnie M. Moore, Director
Leadership Development

[n.d.]

Mississippi Freedom Democratic Party
507½ North Farish Street
Jackson, Mississippi
352-9128   352-9312

CORE
Ronnie M. Moore
Director, Leadership
Training Program
150 Nassau Street,
New York, N.Y. 10038

Dear Ronnie,

I wish to thank you for giving me the opportunity to participate in your Citizenship Education Workshop. I found the workshop extremely valuable and I would urge you strongly to continue having these workshops.

Congressional Districts

I am extremely interested in having such a workshop here in Mississippi for Mississippians as soon as possible. I would like the workshop to deal along the lines of 1) how does one go about conducting a campaign, 2) qualifications and deadlines for candidates to run in the 1967 elections, 3) what will the November 8th ballot look like, what it will consist of, 4) what is county consolidation, its ramifications, 5) welfare information, and other information that would be pertinent to the 1967 elections.

I would appreciate a quick reply so that I can begin planning for such a workshop and so that we will be able to gather as many people together as possible.

It was a pleasure hearing from you and I hope to be seeing and hearing from you in the very near future.

Yours for freedom,

Guyot /mk

Lawrence T. Guyot, Jr.
Chairman
Mississippi Freedom Democratic Party

LG/mk

Stop Payment

[n.d.]

TO: LOUISIANA - MISSISSIPPI LEADERS

FROM: RONNIE MOORE, LEADERSHIP DEVELOPMENT DIRECTOR

RE: WORKSHOPS ON COMMUNITY ORGANIZATION

In our previous workshop session, we explored and reviewed information concerning civil rights legislation, federal programs, and strategies of community work. You asked that the following topics be included in the future workshops:

1) Labor unions
2) Political action
3) Reports, affidavits, complaints, legal services
4) Discussion on how local projects got started
5) Community analysis
6) Fund raising
7) Involving the middle-class

To make our workshop more meaningful, we need your help. Our group discussions must be centered around everyday problems of the community leaders. Therefore, we are sending out the attached suggested outline for a case study of your community project.

The workshop will be structured to address itself to needs, means, and ends of your project analysis.

## COMMUNITY ORGANIZATION WORKSHOP
## LOUISIANA - MISSISSIPPI SERIES

NAME OF PROJECT________________________________________

REPORTER______________________________________________

### COMMUNITY PROJECT CASE STUDY
(Suggested outline)

I. GOALS OF PROJECT
    A. Immediate
    B. Long range

II. COMMUNITY ANALYSIS

    A. Centers of power

    1. Religious
    2. Business
    3. Political
    4. Cultural
    5. Rural
    6. Ethnic

    B. RESISTANCE FORCES

    1. White Citizen Council
    2. KKK
    3. Etc.

    C. COOPERATIVE FORCES

    1. Federal Government
    2. Civil rights organization
    3. Unions
    4. Etc.

III. COMMUNITY INVOLVEMENT

    A. Working class
    B. Middle class

IV. THINGS YOU HAVE DONE TO ORGANIZE YOUR COMMUNITY (METHODS AND TECHNIQUES)

    A. PROJECT ACTIVITIES

    1. Political
    2. Community Welfare
    3. Educational
    4. Legal

B. OPERATIONAL STRATEGIES

Please be brief. Use the listing method. For example: Goals 1- 2- 3 descriptions of projects should be concise and clear.

Please use this outline or something similar in drafting 250 work evaluation of your project. If several persons have been attending from one project, please hold a group meeting to write the paper. Invite community people to help you prepare and analyze the project and its objectives

We would like for you to act promptly and send you project analysis to our office for mimeographing. We plan to enclose copies in each kit.

Please respond. This is very important!

$4700

## WORKSHOP IN MISSISSIPPI ON PROGRAM GRANT WRITING

Oxford, Mississippi - January 27-29, 1967

National Council of Negro Women, Inc.

(With consultants from the University of Mississippi, Tougaloo College, Millsaps College, the Office of Economic Opportunity, the Women's Bureau of the Department of Labor and the Department of Agriculture)

### SUMMARY:

The topic of the first two-and-a-half day workshop in Mississippi -- Program Grant Writing -- was chosen directly by 53 women from fifteen Mississippi communities, rural, small town and urban, at a two-day Mississippi Women's Planning conference held in November, 1966, in Jackson.

A remarkably representative cross-section of 45 Negro women attended the weekend of work seminars. They came from eight rural communities with populations under 2,500; three small towns with populations between 2,500 and 10,000; eight cities of 10,000 to 50,000. Of the 43 women, twelve had a regular source of income from their professions (teaching, beauty culture) or their own business (shoe store, pharmacy). The rest could only be classified among what is known today as the "economically deprived."

Many of the experts (white and Negro) in "grantsmanship" invited to this workshop came with interest in the experiment, but grave misgivings that much could be accomplished in an area that seemed to call for so much previous education and expertise. The results more than justified the wisdom of the experimental approach.

To the amazement of the experts, and to the elation of the women themselves, the conference produced four drafts of workable program proposals: Day-Care Centers, Community Centers, Residential Training for Disadvantaged Girls, and School Breakfast. Each was designed to tap an appropriate federal agency for funding. A research assistant in Mississippi has been hired by NCNW's Workshops in Mississippi to carry out necessary revisions. Early March is the deadline for revised drafts ready for submission first to the women and then to the federal agencies for which they were designed.

A full report has been prepared to illustrate how the participants succeeded in meeting the stated goals and objectives of the Mississippi Women's Workshop on Program Grant Writing.

__CONCLUSIONS__: It is now apparent that the unpredicted development of Wednesdays in Mississippi into regular Workshops in

Mississippi makes considerable sense. The original need for racially mixed teams of Northern women to break the utter isolation of different groups in Mississippi was answered in WIMS' first two dramatic summers. The continuing need is for more concrete aid for self-help. Today WIMS workshops and WIMS contacts with professionals, throughout Mississippi and in Washington, are helping isolated rural Mississippians to single out and begin to meet specific, answerable needs through tapping available Federal resources.

WIMS' patience in developing contacts with women of every economic level is apparently worth the investment. This January workshop was unusual in two respects: the number of "poor", and the degree of sustained interest. There was none of the usual gossip or repeated calls to order typical of day-long women's meetings. These women were there to do a job and showed it.

WIMS leadership feels at this moment that it is most important that the Mississippi women get some successful result for their efforts, and soon. Three of the four draft proposals for grants, unfortunately, are quite ambitious and hold little hope for quick success.

For the future, again much will depend on the needs expressed, and the specific approaches which these in turn suggest. Within the National Council of Negro Women, first steps have been taken to organize a nationwide Commission on Cummunity Cooperation to entice new talent, skills and resources into the fight against poverty and discrimination. Eventually, it is hoped that WIMS work with Mississippians will be only one part of a broad Commission program aimed at involving Americans of every race, creed, social and economic background into the important business of improving community welfare and inter-group relations.

## WORKSHOP IN MISSISSIPPI ON PROGRAM GRANT WRITING - REPORT

January 27-29, 1967
Downtowner Motel
Oxford, Mississippi

National Council of Negro Women, Inc.

### Background Note

At the November planning conference, all parties took on a share of responsibility for doing some of the ground work needed to make such a workshop effective. The University of Mississippi offered to provide consultants to assist in training women in grant-writing. NCNW, besides funding both planning session and workshop, offered also to arrange for participation by other consultants from Mississippi and Washington, D.C. Participants did informal research into community needs, and filled out preliminary questionnaires so that intensive workshop sessions could be planned in four specific program areas. By early January, Oxford's Downtowner Motel was agreed upon by NCNW, the University and the Steering Committee as the best site, since this location promised maximum use of the mechanical aids and research facilities available at the University itself.

Friday Morning: On Friday, January 27, 43 women from 20 communites in Mississippi gathered in Oxford to participate with consultants* in a 2½-day workshop. This workshop, which grew out of the Mississippi Women's Planning Session held in November, 1966, in Jackson, Mississippi, is part of a continuing program stimulated and supported by the National Council of Negro Women.

Mrs. Annie Devine, co-chairman of the Mississippi Women's Steering Committee for the workshop, opened the session by thanking the National Council of Negro Women and (in absentia) its president, Miss Dorothy I. Height, for sharing the problems of the women in Mississippi.

The convenor for this workshop, Mrs. Ruth Batson, recalled travelling to

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* See appendix for list of Consultants.

Mississippi in 1964 as a team member of NCNW's project **WEDNESDAYS IN MISSIPPI.** She had learned an important lesson: that despite the blocks put up by the State of Mississippi to solving problems, the problems in Roxbury, Massachusetts, Mrs. Batson's home, are virtually the same as in any part of Mississippi. Indeed, she said, perhaps Northern women, in thinking they fact no special blocks, have been lulled into a false sense of progress.

Mrs. Batson urged participants to use their best powers of concentration for the next 48 hours so they might accomplish the tremendous amount of work necessary to take full advantage of this opportunity to move toward the changes all want to see take place.

Mrs. Polly Cowan introduced consultants and staff before adjournment for lunch.

Friday Afternoon: This session provided participants with a basic grounding in methods and procedures, and introduced some of the problems of program grant writing. Dr. Roscoe A. Boyer, Department of Education, University of Mississipi, led all sessions describing rules and guidelines for preparing written requests for funding. He advised the participants on how:

1) To state clearly and succinctly the objectives of a program for which they are requesting money;

2) To evaluate the need for the program; and

3) To assemble and present the statical data necessary to back up this statement of need.

Dr. Boyer cautioned grant applicants also to work certain principles into their program designs. The request for funds must demonstrate, for example, that the program represents a cooperative effort of those in need of help with persons in legal authority or in positions with institutions possessing appropriate resources - such as a university. The application must also designate a legally responsible agency to serve as the project's sponsor and its channel for funding.* Finally, it must reflect definite efforts to comply with civil rights laws. Grant requests should specify attempts to create integration both among program participants and the membership of advisory committees. Applicants must have available carbon copies of all letters written in the effort to make the program truly integrated.

In response to several requests, Michael Horowitz, a member of the faculty of the Law School of the University of Mississippi, informed the women of some of their rights. If a Board of Supervisors hands down an inappropriate "no" to a request, a law suit can be filed, he pointed out. Some complaints can be taken to the Department of Justice. Laws can be changed; women can help by going to the authorized bodies to testify. Mr. Horowitz agreed to return on Saturday to work with the women on specific proposals.

Miss Helen Bass Williams, professor at Tougaloo College, offered the group the benefit of her vast experience in program grant writing in Mississippi. As field consultant to Lear-Siegler, Inc., Miss Williams has worked in each of the 80 counties of the state. She has written $7,000,000 in proposales in the course of her consultative services. Her advice to the 43 women assembled was to drop their differences in approach to the problem, to get as much useful information as possible from the specialists at the workshop, and to accept instruction on how to write proposals in clear, concise language. Miss Williams offered the audience the important information that the Mississippi State Board of Health gets more money than any other state and that $284,000,000 comes through other federal agencies. She then suggested some worthwhile questions to explore:

1) Whom does this money serve?

2) How does one interpret the statics as researched by the University staff? and

3) How do the statistics break down into white and Negro services?

Dr. Boyer again took the floor to explain a controversial source of funds which might be tapped. The U. S. Department of Education has specified a change for 1968, providing for special classes for the retarded. Eligibility is based on an I.Q. test results, with 80 as the cut-off score below which children would be classified "retarded." Under this system, 50% of the total Negro pupils would be classified "retarded". If special classes were organized for every child so classified, the education budget of the state would triple. Dr. Boyer asked the women not to take these statistics as stigma of their children, but rather to recognize the manifold causes for this disability. The disparity, in his view, must be regarded as one of the components of the problem facing every concerned Mississippian, whether federal or local school employee, parent, and/or taxpayer. Dr. Boyer pointed out that many people, such as staffs of state colleges and universities in Mississippi, could and would assist those applying for these augmented school funds.

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*Discussion at this point resulted in a telephone call to Miss Dorothy Height asking NCNW to become the agency through which funds could be channeled. Miss Height gave official approval of this procedure.

It was difficult for women to accept this "scientific" and coldly programatic approach to a situation so disheartening and so charged with emotion. Many times during the days of the workshop, emotional reactions almost disrupted the session. Each time such a breakdown threatened, one or another consultant or participant put the problem back into the broad frame work of the weekend workshop total design.

Friday Evening:

Co-chairman Annie Devine introduced Mrs. Fannie Lou Hamer (Ruleville participant) who said a few words to the audience. Mrs. Devine also welcomed 20 women from the Oxford, Miss. Section of NCNW invited to sit in on this session.

Mrs. C. C. Mosley, Co-chairman of the Steering Committee with Mrs. Devine, took the floor to introduce three specialists attending as representatives of federal and social agencies.*

Mrs. Bessie T. Draper (Project Head Start) gave a broad description of the national Head Start Program.

Mr. J. B. Moore explained STAR, a unique Mississippi manpower training project, funded through the O.E.O. and the U.S. Department of Labor, with the Catholic Archdiocese as its Mississippi sponsoring agency.

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*See Appendix for list of consultants.

Mrs. Theora Graves (Volunteers Unlimited)* described NCNW's government-funded project to enlist volunteers in working with delinquent girls.

The question period opened with queries to Mr. Moore, who had another meeting to attend. "Will STAR projects move into locations badly in need of manpower training?" Mr. Moore reported that an O.E.O. request for 30 additional counties had been budgeted and submitted, but no answer had as yet been received. In response to other questions, Mr. Moore explained that the underemployed as well as the unemployed are eligible for STAR training. He spelled out the guidelines for qualifying as underemployed: Part-time jobs or work paid for below the minimum wage. Age eligibility ranges from 18 to 60, but STAR training is open only to one worker in each family to insure reaching the maximum of deprived households. At present, STAR is funded for two years (August 1965 to August 1967) with $8,000,000 going into 15 centers.

Most questions thereafter were addressed to Mrs. Draper. Women from Vicksburg, Quitman and Ruleville refused to accept Mrs. Draper's explanation why three and four year old children were not accepted by Head Start. This was only one of many times when conflicts between the guidelines of MAP and CDGM as the two major Head Start agencies came to the surface. At meal times, this was a frequent topic, with women moving from table to table to exchange Head Start views with others from different communities.

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* See Appendix for list of consultants

Miss Helen Bass Williams, scheduled to leave early the next morning, concluded this session with a summary of her view on the import of the workshop underway. SHe began by presenting her own interesting version of the history of education in Mississippi. In brief, she said that the white people of the state had viewed growing cotton as a more honorable piece of work than promoting higher education. Mississippi's Negro colleges were not such much educational institutions as places in which Negroes could practice the teaching profession and take pride in it as a status symbol. Following are excerpts from Miss Williams' closing remarks:

> "Each of you is here to learn something. You have all done a marvelous job -- just to survive. Don't get lost in your pain, don't get lost in your hate. Look at our problems honestly. As women, you have the privilege of working and creating. Whatever Mississippi is, you are allowing it to be . . . Unless we stop running away from reality and saying our schools are good, we continue to fool ourselves . . .
>
> "All poor people are not God's little children. We say to the white community what they want to hear. And also, we are not all clean, we are not all nice - some of us are mean . . .
>
> "To write for O.E.O. (and other) grants, you must have the know-how. Don't send off the professional person. Do remember he or she may be as frightened as you are. We are all intensely afraid. But let us take an honest look at what we have so that our children can function in America. If you let me come to another workshop, I hope you will have done the research for an honest, realistic analysis of the problems."

Saturday Morning: Co-chairman Mrs. Mosley led this session on the specific program content of grant applications. She stated the four program areas to be explored in depth. These had been determined on the basis of the participants' responses to a preliminary questionnaire.

The women divided into four task forces, with a participant leader and consultant.

1. Day Care

| | |
|---|---|
| Mrs. Edner Moore - Jackson County | Leader |
| Mrs. Margerite Gilmore | Consultant |

2. Community Centers

| | |
|---|---|
| Mrs. Josie Brooks - Cornith | Leader |
| Mrs. Ruth Batson | Consultant |

3. Opportunities for Disadvantaged Girls

| | |
|---|---|
| Mrs. Elmira Williams - Courtland | Leader |
| Miss Kate Wilkinson | Consultant |

4. School Breakfast

| | |
|---|---|
| Mrs. Johnnie B. Simmons - Magnolia | Leader |
| Mr. William Peltz | Consultant |

Dr. Boyer worked with each of the task forces in turn.

Saturday Evening: Before Co-chairman Devine introduced the after-dinner speakers, she asked to say a word or two about the National Council of Negro Women. In brief, she said that NCNW was the first organization that had been to Mississippi which did not begin by building a broad-based organization; it began with the people and built the program by saying "Let's look at your needs." It is the only organization which has stayed in Mississippi since the beginning. And all of us, she stressed, give thanks for this staying power.

She then introduced the speakers, Mrs. Marguerite Gilmore and

Mrs. June Wakeford (U. S. Women's Bureau), Mrs. Lillian Palmer (Federal Extension Service), and Mr. Leo Smith (Food Distribution Division, U. S. Department of Agriculture).

Mrs. Gilmore and Mrs. Wakeford, fully conversant as they were with these particular Mississippi women, gave short, pointed talks, summarizing the goals of the Women's Bureau. Their main emphases were on ways the Bureau could directly help the women in this specific audience. Both Women's Bureau spokesmen requested participants to bring them problems on which help was needed and promised that if the Department of Labor did not know the answer, its staff would do research to find it elsewhere. Mrs. Wakeford asked each participant, as a leader going back to her own community, to consider the Women's Bureau as going back with her in spirit and motivation.

Mrs. Wakeford, in her capacity as regional director of the Women's Bureau, offered her agency's help in finding people willing to pick up at the State level. She advised each participant, for her part in the follow-up job, to try to find a protégé (preferably a young person) to cover the home front when the senior woman is not available. Finally, Mrs. Wakeford advised that if the women present would use the talents so considerably displayed in these sessions, there was nothing they could not accomplish.

Mrs. Palmer, a home economist of the U. S. Department of Agriculture, had been invited to explain present federal efforts to offer service to the rural poor. Despite careful forewarning that she was addressing women in dire poverty (women who had been cut off welfare rolls for voter registration work, women who had been thrown off plantations for civil rights activities, women trying to maintain large families on small service-job salaries), Mrs. Palmer delivered a set speech obviously geared to an audience in the $2,500 to $3,000 income bracket. Her demonstrations with a flannel board and visuals, built around drawings of a white family, proved disastrously inappropriate. Few of her suggestions on home economy were realistic for women who never shopped in a supermarket, never had the problem of buying or not buying a second dress if they already owned one, rarely had more than $300 or $400 in cash in one year and for whom, therefore, budgeting of money was an unreachable concept. Once Mrs. Palmer recognized that her audience was talking about families who lived on family incomes of $400 rather than $4,000, her only answer to the many questions of "how to" was to suggest application to the welfare department.

Mrs. Palmer is not individually to blame for the inappropriateness of her approach, apparently standard operating procedure for extension-service personnel. Her talk pointed up the crucial need for new thinking in the Department of Agriculture on how to meet the needs of Mississippi's poor - problems on which this workshop had been spending full time.

Mr. Smith of the Agriculture Department's Food Distribution Division outlined programs which might benefit Mississippi Negro families: the School Lunch, Food Stamp and Special Milk Programs plus new possibilities opened up under the Child Nutrition Act of 1966, with its School Breakfast and Non-Food Assistance Programs. He purposely made his talk very short to leave time for questions.

Discussion on the Food Stamp Program showed that Mississippi families feel that this program, framed to benefit the poor, in practice only cuts them off from the commodities they once received. The majority either do not like or do not understand the new Food Stamp Program.

On the subject of recent rises in milk prices, Mr. Smith replied that Governor Paul Johnson has appointed a commission to study mounting milk costs. At the moment, no further action is feasible.

The dialogue on the need for a more equitable school lunch program pointed up the fact that most of the children of these workshop participants attend schools which have no School Lunch Program, or where the cost of lunch has risen above any chance of payment by these parents. In Canton, for example, the cost is now 35 cents per day per child, or 15 cents more than it was a few months ago. Another rise of 5 cents is threatened.

President Lyndon B. Johnson spelled out the need in August 1966 in these words:

> "It is hard to teach a hungry child. . . No child in an affluent America should be without an adequate diet."

Few would disagree, yet the practical problems in Mississippi's rural schools, some with no kitchen facilities, make it difficult for the neediest families of all to share in this lunch program for America's schoolchildren.

Mrs. Johnson (Quitman participant) urged the guests from the Department of Agriculture to come to the rural communities and see the poor people, talk to them and find out for themselves what the women are fighting for.

Mrs. Devine, in closing the meeting, expressed the feelings of many when she warned consultants that their agencies' work had just begun:

> Don't expect us to bring this information from the Department of Agriculture back to our local communities and deal with these problems with talk. Federal people in charge of home economics and food programs have got to listen themselves. It's all very well to meet at The Downtowner Motel, but some people in these communities don't know what downtown is all about and will never get a chance to come downtown. We're responsible as citizens to go back with our concern about the poor. That's why we are here now - to talk about the poor we are a part of. We, who are just as poor as those people out there, want to know what you're going to do about our particular problems. What do you have for us and what can we do get the services you have to offer? That's what we want to know.
>
> Because you see, I believe that if I have a decent home to live in, and if I can feed my children, I can lift myself. I can send my child to school. I can give him decent clothing. I can train him to be courteous. I can teach him. But first I've got to be able to provide a decent house for him to live in. Now I have to jump up on the porch on the end over there because there are no steps. And shacks like mine are owned by the richest people in town. You can't tell me people who have to live in that condition, have to stick rags in windows to keep out the cold, can deal with poverty. They can't do it.
>
> So that's why we are here, to do our part of the work. The militants are out there ready to act. Some of us reacted violently to the speakers, but the state of Mississippi is not going to change until we get real mad about it. I know a county agent who decided to get registered a few years ago, but the folks downtown said: "Look man, get your name off the roll", and he did it. And "you keep quiet", and he did that. The volunteers, the civil rights workers, had to get out there and tell the Negroes in Mississippi "There's a program you can use to better your condition, increase your income and be able to live like human beings. Many people want us to 'cool it.' Other people can 'cool it.' We're going to keep working until some of these things work for us."
>
> I don't have a government job, so I can say the next thing we have got to do is get the Extension Service in Mississippi to work for the Negroes in Mississippi. Until we people out here break this vicious cycle it's not going to be broken because the people who get the checks are going to get their checks and keep quiet about it.

Mrs. Rogers (Oxford participant) deplored this division between the profession and the non-professional. She hoped everyone would unite for leadership and education. "I hope we seek togetherness to get the vote and our education as Mrs. Bethune would have wanted us to - in a united fashion."

Sunday morning: At this final session, the four proposals were distributed in typed draft form. Dr. Boyer reminded the women that further research was needed on each proposal, much of which could and would be done at the University. It would take at least one month to get them into final draft form for submission first to NCNW and the Mississippi Women's Steering Committee and finally to the appropriate federal agency.

The following brief summaries of the four program drafts which came out of the workshop task forces demonstrate how well participants succeeded in meeting the stated goals and objectives of the Mississippi Women's Workshop on Program Grant Writing.

## I. DAY CARE CENTERS

The rural South's version of cooperative day nurseries - - one mother taking ten to twelve youngsters under her wing in a substandard home - - forms the basis of this modest proposal. The idea is to upgrade the care available to youngsters in as many practical "day-care centers" as can be set up; training each caretaker mother in mental and physical hygiene, arranging educational outings for the youngsters to libraries, firehouses, fairs. Funding is to be shared by several federal agencies. Program will be designed to benefit a maximum number of families of low income.

## II. COMMUNITY CENTERS

This program calls for quarters to be built or renovated to meet the following need: "Our community lacks facilities and services that will lead to a full life. By providing room for playgrounds, reading centers, information services, tutorial services, health guidance, this center would fill a gap in the lives of our citizens."

## III. ENRICHMENT PROGRAM CENTERS FOR DEPRIVED GIRLS UNDER 18.

This program would provide opportunities for girls who do not qualify for assistance under other federally-funded programs. The Episcopal Church in Mississippi, in response to questions from this task force, indicated a definite interest in supporting the center after its initial period under federal funding. The proposed facility for this residential center - the former Okolona Junior College in Okolona - has a capacity of approximately 100. The proposal specifically includes, among candidates for center training, unwed mothers, and will make provision for these youngsters to bring their children to live with them at the center.

## IV. SCHOOL BREAKFASTS FOR THE STATE'S NEEDY PUBLIC SCHOOL CHILDREN

Pitifully few of the state's lowest-income children get the special school breakfasts, lunches or milk available to so many other public school children in the country. Only four schools in Mississippi will get breakfasts under the new School Breakfast Program, a limited pilot project administered by the Department of Agriculture. For a variety of practical reasons, some peculiar to Mississippi, a specially designed Food Distribution program by the O.E.O Community Action Program for rural communities offers the best hope for obtaining funds for one school meal for rural Mississippi schools serving low-income Negro pupils. This particular grant request stresses the need to help impoverished families combat the problem of inadequate nutrition, and focuses on the school as the most appropriate channel for such aid. The grant would underwrite breakfasts for children unable to afford the price of a school lunch, or in schools where no lunch is served.

The women turned their attention to the measures by which they, NCNW, and the consultants would follow through on this eminently satisfactory beginning.

1. Each woman will take the printed materials on the four proposals back to her own community to discuss with her local group.

2. Each community will write a report and evaluation on these proposals, returning them to our Mississippi staff by March 1. Guidelines for report-writing have been prepared for those who asked for them.

3. NCNW (through Wednesdays in Mississippi) will find a Mississippi researcher to put these proposals into final form for submission. This will take approximately a month.

4. A tentative plan was proposed to bring together the task force leaders of each program and the co-chairmen of the Mississippi Women's Steering Committee after step "No. 3" is completed. If some other meeting seems more advisable to the participants upon reflection, this proposal will be modified.

5. The follow-through plans on this workshop occupied so much attention that the women did not go on to examine possible subjects for a second NCNW workshop in Mississippi in 1967. The co-chairmen, the Mississippi staff, and the director of the workshops will keep in constant touch concerning the time, place and content of a possible large meeting in the spring of 1967.

A "Monday Morning Action" memo was distributed to each participant reviewing the above five follow-up points. In addition, each workshop participant received supplementary material to add to her workshop kit at the close of the conference, including a list of the addresses of every consultant and participant.

# APPENDIX

## CONSULTANTS

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Tougaloo, Mississippi

Miss Kate Wilkinson
Sociology Department
University of Mississippi
University, Mississippi

# APPENDIX

## STEERING COMMITTEE

Co-chairmen: Mrs. Annie Devine: (Canton) Mrs. C.C. Mosley: (Jackson)

Mrs. Unita Blackwell (Mayorsville)
Miss Gloria Cotton (McComb)
Mrs. Hazeltine Gooden (Oxford)
Mrs. Snowdon Jones (Greenwood)
Mrs. Edner Moore (Moss Point)
Mrs. Elmira Williams (Courtland)
Mrs. Gilbert Mason (Biloxi)
Mrs. Edna Moreton (Greenville)
Mrs. I.L. Rucker (Greenwood)
Mrs. Jeanette Smith (Hattiesburg)
Mrs. Josie Brooks (Cornith)
Mrs. Johnnie B. Simmons (Magnolia)

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

## STAFF

| | |
|---|---|
| Miss Gabriel Beard | Mississippi |
| Mrs. Louis G. Cowan | New York |
| Mrs. Dorothy Duke | Ohio |
| Miss Odessa Houston | Mississippi |
| Miss Linda Simmons | New York |

**NEGROES ELECTED TO STATE OFFICES IN THE SOUTH**
**(November 1, 1966-- )**

## SCHOOL BOARD OFFICIALS

Dallas, Texas

### ALABAMA

| | |
|---|---|
| Dr. Charles Gomillion | Member, Macon County Board of Education |
| Rev. Peter Kirksey | Greene County School Board |

### ARKANSAS

| | |
|---|---|
| Arthur H. Miller | Dollarway County School Board |
| Dr. Morris A. Jackson | Little Rock School Board |
| Maleada Thomas | Jefferson County School Board |
| T. E. Patterson | Little Rock School Board |
| Mrs. Mabel Allen Eudor | Eudora District School Board |
| Alex Brown | Plum-Bayou-Tucker School Board |
| DeArthur Grice | Linwood District School Board |
| Mabon Gladney | Lakeview District School Board |

### FLORIDA

| | |
|---|---|
| Walter M. Jackson | Board of Trustees, School Board, Vero Beach |

### GEORGIA

| | |
|---|---|
| Dr. Rufus E. Clement | Atlanta School Board |
| Dr. Horace E. Tate | Atlanta School Board<br>Hancock County |

### LOUISIANA

| | |
|---|---|
| F. J. Atlas | Ward School Board, East Carroll Parish |
| Harrison Brown | Ward #4 School Board, Madison Parish |
| Frank White | West Feliciana School Board |
| Raymond Minor | West Feliciana School Board |

### MISSISSIPPI

| | |
|---|---|
| Robert Williams | Jefferson County School Board |

### TENNESSEE

| | |
|---|---|
| Albert Lochard | Launerdale County School |
| Blair T. Hunt | Shelby County Board of Education |

### TEXAS

| | |
|---|---|
| Dr. George K. Drake | School Board, La Marque |
| William H. Taft | School Board Beaumont |
| Asberry Butler | School Board, Houston |
| Mrs. Hattie Mae White | School Board, Houston |

### VIRGINIA

| | |
|---|---|
| David L. Muckler | School Board, Portsmouth |
| William M. Cooper | School Board, Hampton |
| Charles B. Hutchenson | School Board, Lynchburg |
| Dr. C. Waldo Scott | School Board, Newport News |

# FINAL REPORT
# ON
# THE CHILD DEVELOPMENT GROUP
# OF
# MISSISSIPPI

Submitted to the Executive Committee of the
Citizens' Crusade Against Poverty by the following
Members of a Citizens' Board of Inquiry

Co-Chairmen: A. Philip Randolph, President
Brotherhood of Sleeping Car Porters

Dr. Robert W. Spike, Professor of Ministry
Divinity School, University of Chicago

Paul Anthony, Executive Director
Southern Regional Council, Inc.

Philip Bernstein, Director
Council of Jewish Federations
and Welfare Funds

Dr. Kenneth B. Clark, Professor of
Psychology, City College of New York, N.Y.

Frances Coe, Board of Education
Memphis, Tennessee

Eli E. Cohen, Executive Secretary
National Committee on Employment
of Youth, New York, N.Y.

Clarence Coleman, Director
Southern Regional Office
National Urban League, Inc.
Atlanta, Georgia

Robert Coles, Research Psychiatrist
to the University Health Services
Harvard University
Cambridge, Massachusetts

Ralph Helstein, President
United Packinghouse, Food and
Allied Workers, Chicago, Illinois

Dr. Vivian W. Henderson
President
Clark College
Atlanta, Georgia

John P. Nelson, Jr.
Attorney
New Orleans, Louisiana

Judge Justine Wise Polier
Family Court
New York City

# REPORT OF CITIZENS' BOARD OF INQUIRY

# ON CHILD DEVELOPMENT GROUP OF MISSISSIPPI

## Background Information

In May, 1965 the Child Development Group of Mississippi (CDGM) (as subcontractor to Mary Holmes Junior College) received its first grant of 1.4 million dollars to operate 84 Head Start centers for 6,000 poor children throughout Mississippi. This summer program for four and five year olds terminated at the end of August, 1965. Between August 27, 1965 and February 23, 1966, no further funds were available for the operations of centers for a year round program. During this time, 50 centers were kept in operation for over 3,000 children through volunteer efforts, personal contributions and unrecompensed professional staff.

The program was severely criticized during this period by Senator Stennis and vigorously defended by Sargent Shriver at Appropriations Hearings. Subsequently, on February 23, 1966 CDGM (still as subcontractor to Mary Holmes Junior College) received a $5.6 million grant to operate a Head Start project for 9,135 children in 121 centers. This program was scheduled to terminate on August 31, 1966 but was extended for one month. Application was made to OEO for a grant of $20.3 million to operate 170 centers for 13,500 children in 37 counties throughout the state. On October 2, OEO announced that it would not refund CDGM and communicated that fact on October 2 to the Board of CDGM.

In the meantime, and as a result of prior negotiations, a new corporation, the Mississippi Action for Progress Corporation was incorporated for the announced purpose of administering Head Start programs in lieu of CDGM. On Friday, October 7, OEO announced grants to Rust College, and Southwest Mississippi Opportunity, Inc., to administer programs previously run under the direction of CDGM.

## Structure of CDGM

CDGM has three levels of organization: community, area and state. At each level, there are policy making boards with elected representation from parents and the poor. At the community level, each center is governed by a committee composed entirely of parents and representatives of the poor and charged with full responsibility for management and policy making.

98.9 per cent of the staff are local Mississippians. Intensive training and a merit promotion system has resulted in local persons holding the vast preponderance of administrative and professional positions. Over 1,000 persons serve actively on policy making boards, either in the community, or on an area or statewide level.

Staff at the community level includes a coordinator, teacher trainees, resource teachers, together with part-time support personnel. At the area level, staff includes an Area Administrator, teacher guide and social service and community coordinator.

Statewide, the central staff, consisting of 60 persons is responsible for overall administration, program planning, teacher training, curriculum development, field operations and community services.

## Findings of Fact

As a result of extensive investigation, and on-the-scene visits by ten members of the Board of Inquiry, the Board has reached findings of fact with respect to CDGM's program quality, organizational structure, the social and economic conditions within which CDGM operated and the conduct of the Office of Economic Opportunity with regard to CDGM.

## Program Quality

The Board of Inquiry finds that the CDGM program reached over 13,000 children and involved thousands of parents in staff and policy making capacities at an average cost per child of $22 per week.

With respect to the children, the Board concludes, on the basis of its own observation and that of numerous consultants and experts, that the program was of the highest calibre and must be considered a striking success -- whether judged in terms of nutrition, medical care, cognitive development, socialization and psychological well-being.

Similarly, with respect to the parents, the poor, and the wider community, the Board found a program which realized the fullest potential of Head Start as a program for educating the child, strengthening the family and enabling the poor to participate in lifting themselves and their children out of poverty.

Last year, commenting on the summer 1965 program, Mr. Sargent Shriver stated to the House Appropriations Committee that "The Child Development and Educational Authorities who investigated this program claim it was a success in fulfilling the purpose of the program."

Members of the Board of Inquiry with background in juvenile delinquency, child psychiatry, education, race relations and early childhood development also attest to the program's success based on their own site visits and firsthand observations:

A member of the Board of Inquiry, Mrs. Laurence Coe of Memphis, a preschool expert, a member of the Board of Education in that city, and former program director of the Memphis CAP commented after viewing the CDGM program:

> "From the CDGM materials and my visit, I am impressed with the basic understanding of good child development principles and the amazing achievements under the most adverse circumstances, and I do not mind being quoted on that. I also believe that it is an almost unique achievement in the involvement of parents and the "poor" which is one of the emphases of the whole OEO program."

New York State Family Court Judge, Justine Wise Polier, member of the Board of Inquiry:

> "To see children at work and at play in a CDGM center is to understand the promise where teachers and parents together create a world in which children are made to feel wanted and loved. To observe their joy in learning and achieving is proof of what has gone into this program. To meet with parents who have had so little and with staff as they plan for the next day and for the future is to know that their work and purpose is to achieve opportunities for educations, work and full participation in the community for parents and their children. Children of poverty and utter deprivation are learning to stand straight, to sing, to laugh, and to want to learn."

Child Psychiatrist, Dr. Robert Coles, member of the Board of Inquiry:

> "In ten years of work in Child Psychiatry I have yet to see a program like this one, in the sense that against almost impossible odds children have been taught and also receive the benefits of medical care in a manner and with a thoroughness that is truly extraordinary. If we are fighting a War Against Poverty then this program is actually reaching poor children and doing so in a way that makes any doctor feel truly impressed."

The reactions of the Board of Inquiry are corroborated by that of other experts including one of OEO's own consultant evaluators.

Dr. Frank Garfunkel, Director of the Head Start Evaluation program, School of Education, Boston University, one week ago, after making an official inspection tour of CDGM, wrote:

> "In spite of some of the drawbacks in not having 'qualified staff' your program is a unique and creative one having a profound effect upon the communities in which it exists...I join those who are committed to the continuation of that program both privately as well as professionally."

Members of the OEO National Head Start Advisory Committee report that until recently, CDGM was cited by OEO staff as a model program and noted particularly for the features: the extent and intensity of parent involvement and the creative use of sub-professionals.

Ronnie

Mr. Eli Cohen, Executive Secretary of the National Committee of Employment of Youth, and an expert on the employment of sub-professionals, visited the CDGM program as a member of the Board of Inquiry. He commented:

> "From visiting centers and talking with staff and community people involved in the program it was obvious that CDGM had done an extraordinary job - a job involving both parents and children in a constructive learning process that had given them a new found pride, self-reliance and the skills necessary to work towards equal citizenship; particularly impressive was CDGM's creative and innovative use of sub-professional teachers. In this respect CDGM's program is one of the most sophisticated and successful in the nation realizing the vast potential which lies in people who have lacked the opportunity for traditional and "formal" education. Under CDGM program they have been afforded good training opportunities and the chance for promotion on merit which has made it possible for many of them to advance towards professional status."

These features, together with an overall evaluation of the program are reflected by other experts of which the following are merely illustrative:

> "....impressed by the motivation and amazing ingenuity shown by persons who work in these centers....great accomplishment and great potential in terms of improving the educability of the extremely deprived rural children..."
>
> (Dr. Susan W. Gray, Director, Demonstration and Research Center for Early Education, George Peabody College for Teachers)

> "....have worked in education in forty countries....move to find the competence shown by these women (and a few men) in handling challenges which could easily defeat many a qualified teacher working in cities....I have had to revise my ideas about who should work with the children at the Head Start centers. I am now convinced that, rather than college education and scholarship, what is needed is innocence, open-mindedness, love, and patience, and belief in the natural goodness of children and in their natural powers....I found the children in your centers relaxed busy, well behaved, accepting of each other, sharing with each other and looked after with love and understanding."
>
> (Dr. Caleb Gattegno, Director, Schools for the Future)

> "...without a doubt one of the most creative and progressive I have seen in my many years of early childhood education experience....From my personal observations CDGM is doing an excellent job. Its program could stand comparison with any in the country - and remember, they are working under difficult circumstances."
>
> (Mrs. Lena Gitter, educational consultant, American Montessori Society)
>
> "....You have established a beachhead against ignorance and for knowledge both with our youngest and with some of our older citizens....The children I worked with in all centers were responding with excitement and intelligence."
>
> (Mrs. Frances Hawkins, Elementary Science Advisory Center, University of Colorado)
>
> "....your teachers (at a Head Start training course), had many strengths and fine personal qualities. We were and continue to be impressed with their strong desire to make a better life for children. We enjoyed their eagerness to learn and....(take back) procedures and techniques they thought they could use. They were excellent, as a number of our consultants noted, in participating in group discussions."
>
> (Mrs. Millicent Savery, University Training Director, University of Nebraska.)

Based on its own personal observations and the testimony of experts and consultants, the Board finds it must reject the charge by the General Counsel of OEO that CDGM is running merely a custodial program for children. Nor can it accept, as a relevant criticism that CDGM concentrates on the parent and the home as well as the child. The Director and staff of OEO have consistently insisted that the concern of Head Start must go beyond mere formal education and "reading readiness" for small children. //

The Board does not find that the CDGM program is perfect. But we do not find the charge of inadequate supervision supported in fact. We note as a matter of common knowledge that there is a nationwide shortage of qualified experts in child development. For Mississippi that shortage is even more acute having no "preschool" classes at all in its public school system. We note that CDGM has responded to that shortage by an intensive training program of local persons rather than by attempting to buy such scarce talent from other parts of the country. In this, CDGM has made a major contribution to the obtainment of goals of the Head Start program. That approach is yielding a new and adequate supply of very highcalibre trained persons. With respect to the charge of inadequate health programs, we note that in this past year's program, CDGM provided approximately 12,000 medical examinations, 10,000 dental checks, 9,000 eye examinations 200-300 referrals to specialists, and innoculations to all in need, in a continuing medical program. We note that these constitute more medical examinations than are given by the entire State Health Department of Mississippi to children of that age in a year. Dr. Margaret Batson, a pediatrician at the University of Mississippi Medical School, serves on the Board of CDGM. Approximately 100 local doctors--both white and Negro--participated in the CDGM medical program.

## Organizational Structure

The Board finds that CDGM's organization and administration has been characterized by sound management, careful fiscal control, and maximum feasible involvement of the poor in the administration, management and day-to-day operational decisions of the program.

The OEO situation report states some of the measures taken to insure effective management and fiscal procedures:

> "A year ago, steps were taken, on OEO's recommendation, to improve internal operation. The measures included appointments of a new Deputy Director, Business Manager, anc Counsel. The grantee agency, Mary Holmes Junior College, retained the local offices of Ernst and Ernst, a leading nationwide accounting firm, as Mississippi auditors for the CDGM program. CDGM also was to adopt a financial and accounting manual in order to tighten internal controls."

A member of the Board of Inquiry, John Nelson, an attorney and former Assistant District Attorney of the City of New Orleans, reports his conversation with the firm of Ernst and Ernst, CDGM's accountants in these words:

> "....I had a rather lengthy session with Mr. A. N. Morgan, senior partner of Ernst and Ernst, Certified Public Accountants Jackson, Mississippi, during which time we went into detail over the accounting procedure used in order to bring about the best control possible over the distribution of funds under the present grant. Mr. Morgan told me, and he will so testify under oath if needed, that CDGM accounting procedure is a model for poverty programs throughout the United States and has been recognized by OEO representatives as the most efficient and best run program in the country. Mr. Morgan is ....a professional dedicated to the highest standards of his chosen profession and in this context he unhesitatingly states that the charge of financial irresponsibility is "irresponsible", insofar as the control and auditing of the funds is concerned. I went through the accounting procedure in detail. I determined that each and every expenditure is audited - an unheard of procedure in American industry. Reports are submitted by his office bi-weekly, which reports include in detail the expenditure of funds, etc. I was informed by Mr. Morgan that he is extremely satisfied with the way the staff of CDGM is cooperating with him and there has never been an instance in which he has had the slightest inkling of the misuse of funds....Mr. Davies had devised a procedure under which a weekly report is submitted to the Director, in which report

> "there is a detailed breakdown of unit costs for the preceding week. Management procedures at present are tied in closely with the accounting procedures. It is efficiently run, well organized and adheres to the highest standards of management control....I....can say without fear of contradiction that the management procedures followed by CDGM meet the highest standards of management control."

This year, a management consultant firm of Klein and Saks, of Washington, D.C., which specializes in providing management advice and administrative systems for non-profit institutions, was retained by CDGM to insure orderly administration. The following are excerpts from leading experts in fiscal and administrative management who have advised CDGM:

> "Judging by the responses of the trainees (in administration) themselves, the program produced a satisfactory level of participation....To anyone unfamiliar with CDGM and the pressures under which its employees operate, the work load on the area administrators would seem excessive. Yet they managed to find significant amounts of energy to devote to training....The area administrators expressed an extremely strong desire for training and demonstrated a substantial capacity for learning. Such motivation and capacity clearly offset their previous educational deficiencies....The strength of this motivation and capacity can be harnessed in future CDGM training programs and should bring about marked improvement in the administration of Head Start centers"
>
> (L.G. Olson and Associates, management consultants and trainers for CDGM)

This positive perspective is shared by another management consultant firm, Klein and Saks, Inc., whose president, Richard Davies has stated:

> "Our firm has served for the last thirty years in helping to improve the administration of governments, industrial and financial corporations, and voluntary agencies. On our arrival at CDGM we were happily surprised that remarkable progress in administration had been made, and since the opportunity of working with the project we have witnessed additional improvement. ....We feel assured that the project will continue to be administered in a successful way in the future."

In a statement of CDGM from Ernst and Ernst who devised CDGM's accounting system and provided auditing services, A.N. Morgan, partner in the firm said:

> "As you know, various persons from the Office of Economic Opportunity and from the General Accounting Office have had occasion to visit your operation in Jackson, Mississippi and the one in West Point, Mississippi, and it is believed that those who have visited and inspected the accounting system and the system established for internal control and check have found it acceptable and for the most part praiseworthy."

In a letter to Mr. Jule Sugarman, Associate Director, Head Start, Mr. Morgan described the CDGM system as follows:

> "....financial statements are prepared under the supervision of Ernst and Ernst for the CDGM operation on a bi-monthly basis, with copies of these financial statement being supplied to officials of Mary Holmes Junior College, officials of CDGM, and officials of OEO in the Atlanta Regional Office. These financial statements prepared on an IBM 402 accounting machine are in such form as to afford a current accounting for the entire Grant broken down as between the various categories of the budget and also by each Center and Area Administrator's office. These financial statements are prepared in such a way that the management of Mary Holmes Junior College, and the management of CDGM, and OEO personnel can readily determine at each date the total amount authorized by each budget category, in total and by Centers, and also the amount that has been expended in carrying out the Program by budget categories summarized in total and particularized as to each Center.... part of the information obtained from the various Centers and Area Administrator's offices....includes, but is not limited to
>
> 1. Number of children in attendance in each Center.
> 2. Time and attendance reports for all employed personnel
> 3. Vehicle usage reports
> 4. Activity sheets of Area and Central staff personnel
>
> "It is believed that the foregoing clearly indicates that in the instance of this particular Grant there has been designed and maintained an adequate accounting system which would not only afford a detailed particularization for all expenditures made from the funds of the Grant, but would present financial records to management on a timely basis so that the management of Mary Holmes Junior College and CDGM could factually evaluate the Program and its effectiveness and take remedial and corrective action in any areas of operation needing same.

> "As you know, this Grant was not funded until February 23, 1966. Its area of operation embraces 28 of the 82 counties widely scattered over the State. Many of the Centers (121 in number and 15 Area Administrator Offices) are in remote areas of the State. It is my belief that that which has been accomplished in this period of time commencing with the design of the accounting system, the acquisition of needed machinery and equipment therefor, the attaining of furniture, finding qualified personnel or training same and developing lines of communication in order to assure a steady flow of the required data for the proper maintenance of the accounts and records of the Program, is indeed a favorable attest to the effort that has been put forth in trying to develop adequate and accurate records and financial responsibility under this Program."

Morgan also stated that while:

> "....errors have occurred, but it is believed that these have been minimal when judged in terms of the size of this Grant and the rapidity with which the funds have been expended."

Based on interviews and observations, we find that the procedures employed by CDGM were not only satisfactory but were also explicitly approved by OEO. Further, we find that OEO management consultants and an employee of the OEO Management Division were almost continuously present in Jackson during the first half of thecurrent grant and that OEO's involvement was so extensive that if there were omissions, its own employees must accept responsibility.

All payments were made under a system of procedures designed jointly by CDGM, OEO and Ernst and Ernst and incorporated accounting procedures, and operating routines for financial transactions, into an accounting manual, approved by OEO. All payments - including those questioned - were made in accordance with this system. In addition, every expenditure of Federal funds had the express prior approval of the Comptroller who was an employee of Ernst and Ernst, and thus independent of CDGM's management authority.

There may well have been instances where mistakes slipped through such an extraordinarily thorough system. We note that CDGM has on its own initiative developed further procedures to increase the efficiency of financial management.

The record before us - in terms of acts, procedures, organization - does not substantiate the charge of inadequate administration or fiscal mismanagement. We note that the system resulted in actual costs falling below the OEO approved grant. Thus actual costs per child per week for facilities was 49 cents per child (or 13 per cent below the OEO estimate) and $1.50 per child per week for transportation (50 cents below the OEO estimate.)

We note that the procedure adopted and approved by OEO also had the unique advantage of providing education, training and responsibility for the poor in mastering the arts and science of administration and fiscal management. Mr. Richard Davies President, Klein and Saks, Inc., management consultants, states:

> "We are most impressed that the program's administration is, for the most part, being carried out by local Mississippians, and that CDGM has offered these people the opportunity to gain valuable administrative training in the process of their work."

We note also that the major portion of the amounts called into question by OEO were arrived at by questioning every expenditure in a given category if even one expenditure in that category was questioned. Thus, for instance over $400 thousand of that called into question is composed of all expenditures for renting classroom facilities and all transportation contracts when it is clear from the OEO release that their evidence even at this tentative stage has bearing on only a small portion of that aggregate. Similarly, an additional $104,000 is questioned by aggregating all consultant contracts on the basis that contracts did not contain a sufficient description of work actually done. We note that the contracts used, are based upon the model contract form supplied by OEO and any deficiency present would appear to be directly attributable to the model. We note further that CDGM was never informed of any of these deficiences so that it might supply lacking evidence or documentation.

## Social and Economic Context of CDGM Program

CDGM operated its preschool program in a state beset by severe racial problems and tensions, where patterns of private and official conduct, created unusual difficulties in launching and administering a bi-racial program designed to provide equal educational opportunities for the poor. Several CDGM centers experienced violence or the threat of violence. During the 1965 grant period, several staff members were arrested by the highway patrol in obvious cases of harassment. The Director of the program's car was run off the road at night. A CDGM Board Member was fired from his job immediately upon return from a trip to Washington where he helped CDGM secure its second grant.

During the 1966 grant period two centers burned to the ground. A white resource teacher reported she was threatened in a cafe while eating lunch, by three white men who asked her what she "was doing down here 'fooling around with all them niggers.'" They threatened her with "trouble" if she did not leave town. A shotgun blast was fired into the automobile of the Director of the Head Start Center in Philadelphia, Mississippi. The CDGM committee at the Pilgrim Rest Center in Holmes County described their difficulties in involving whites in their center as follows:

> "Before we could really make any definite efforts to involve the white people in our center, we were harassed by many of the white citizens of our town. They tried to burn our church down where we first started, until we had our center built. After the center was built, while having a staff meeting, some of them rode by and fired shots at us. We even had ads in the newspaper trying to involve them. Despite this, they burned crosses at our homes and threatened a great number of people. We were afraid most of the time and didn't know what to expect from them any of the time."

The CDGM program has been opposed by both Mississippi Congressmen and Senators (all six of whom voted against the 1967 anti-poverty bill). The administrative competence of its staff has been attacked consistently in the press through stories released from the office of one Senator. John P. Nelson, Jr., a native Mississippian and a member of the Board of Inquiry explained that the animosity to CDGM had "its roots deep in emotional and sociological differences."

The fact that many persons serving on the Boards of community action programs in the State have had past or present connections with either the Ku Klux Klan or White Citizens' Council has made it difficult for many persons associated with CDGM to cooperate with them easily. At one CAP meeting in Sunflower County, for instance, Negroes were chased from a CAP meeting--which they had been invited to--by helmeted police. Subsequent attempts by local Negroes to obtain a public hearing on the CAP program as prescribed by OEO regulations have not met with success.

That CDGM operated in other counties in "competition" with CAPs is in no way contradictory to the spirit of the Economic Opportunity Act. A report of the House Committee on Education and Labor (428, pp. 7-9) states that:

> "The Congress has contemplated the existence of independent single-purpose agencies in the same community that (sic) a community-wide structure has been created. Such competitiveness and experimentation is appropriate in an area in which conclusive remedies have not yet been established."

## Conduct of OEO with Regard to CDGM

The Board finds that the Office of Economic Opportunity has been subjected to repeated attacks on CDGM by Senators Stennis and Eastland and that such attacks have coincided with Senate consideration of the legislation and the fiscal appropriation.

Recent dealings between OEO and CDGM have been examined and prove that CDGM never received any notice of the charges or alleged deficiencies until after a decision not to refund had already been reached and steps taken to find and fund alternate sponsors.

Thus, the OEO report acknowledges that the results of OEO's investigations and audits became available to OEO on September 15. As stated in the OEO situation report, those charges were not communicated to CDGM until October 2 and then only in summary form.

Yet, on September 13 at 9:00 a.m., in Yazoo City (before the audit was received on which the decision was allegedly based), three men, Owen Cooper, LeRoy Percy and Hodding Carter III, met to sign the papers of incorporation for the Mississippi Action for Progress Corporation. Governor Johnson signed that charter the very same day, a charter that provided that one of the purposes of the corporation was:

> "To consult with and coordinate its activities with the Governor of the State of Mississippi or his designee or such Commission which may be subsequently established by the Governor or the Legislature of Mississippi..."

and further provided that:

> "This corporation shall not be required to make publication of its charter...".

The Board has no representation of the poor, labor, or professional persons with experience in early childhood education. And none of the three incorporators was Negro.

On September 30 a news report in the Jackson Daily News broke the story of this corporation and contained statements by Senator Stennis, later reaffirmed by both Senators Stennis and Eastland that they had unconditional and authoritative assurances from the Administration that CDGM would not be funded and that this new corporation was a development in accordance with an understanding that CDGM programs would be turned over to "responsible local leadership."

On Friday, October 7, while affirming to members of the Board a willingness to negotiate and to give a full hearing to CDGM, OEO announced a grant of over $1 million to Rust College of Mississippi to operate an extensive Head Start program in communities where CDGM had previously been active. A spokesman for Rust College subsequently admitted that it had never submitted a "formal" proposal that had been funded. The College had been previously turned down by OEO on past applications for funds.

The same day, a grant was made to the Southwest Mississippi Opportunity, Inc. That community action agency had not previously administered a Head Start program.

The Board notes that as a mathematical proposition, continuous grants at this rate will leave no funds available for the CDGM proposal, even if CDGM is able to obtain a hearing from OEO and secure a reversal of the judgment on its capability.

The Board further notes a newspaper report that funds to an independent Head Start program in Biloxi were announced to have been suspended by the Atlanta Regional Office but that 30 days were provided for rebuttal and a response to charges before any final action was taken.

The Board further notes that at least $100,000 have been spent in investigating CDGM by the OEO Office of Inspection and the General Accounting Office. Public statements by Dean Clyde Ferguson of Howard University--reported in the New York Times and in an interview on television indicate that Howard law students were instructed by the Office of Economic Opportunity to dress in clothes typically worn by civil rights workers in the South, to win acceptance and confidence of the persons in CDGM and on this basis to secure whatever inside information could be obtained with regard to accumulating a list of charges against CDGM. The Board notes that at no time does there seem to have been an attempt to make an objective balanced assessment of CDGM's performance.

The Board further finds that a staff team from OEO has been sent into Mississippi to stimulate Head Start applications from local community action programs in communities where CDGM had been operating programs.

We find further that the National Advisory Board of Head Start was never informed of the charges being mounted against CDGM until after the decision was made--and that none of its members was used to make a site visit to CDGM or to give guidance to OEO even though they are constantly used in that capacity with other programs. In fact, the CDGM situation was put on the last agenda only because of the efforts of one board member and the only presentation made to the Advisory Board was a recapitulation of the charges already contained in the public release. There appears to be no inclination on the part of OEO to encourage the active involvement of the Advisory Board in this decision involving a major Head Start program which, some Board members report, has long been cited to them as a shining example of success.

in regard to the charges which were the alleged reason for the discontinuation of the grant. And it set about covertly to create alternate funding groups in Mississippi long before it made its announcement not to refund and at a time when it was still proclaiming that no final decision on CDGM had been reached. It has rushed pell mell to fund individual organizations and groups which have not demonstrated their competence, which lack representation of the poor and which in one case had not even submitted an official application, in an apparent attempt to insure that the decision not to refund CDGM was irreversible. It was not even willing to share this decision with the Head Start National Advisory Board or utilize its services.

6. The charges made--even if true--do not in the Board's opinion constitute grave enough defects to support a judgment to terminate the program. All of the charges taken together do not dictate termination if weighed against CDGM's record of achievement and continuous improvement. A differential standard with regard to what defects mandate termination appears to have been applied to CDGM.

7. We are unable to avoid the conclusion that the charges levied are a thin mask for a politically dictated decision--a decision which is all the more tragic in that it represents a yielding to those forces which have stood in historical opposition to progress for the poor and underprivileged in Mississippi--including Senators Stennis and Eastland who have opposed all civil rights, labor and anti-poverty legislation. We view this as a symbolic instance--not simply of yielding to political pressures--but of yielding to pressures which are direct and irreconcilable opposition to the goals of the program and the intended beneficiaries of the program. We cannot account for this decision on the basis of charges which are so insubstantial, so trivial, so unsupported in fact, so exaggerated and inflated and not supported by objective inquiry.

## UNANIMOUS ACTIONS TAKEN BY THE EXECUTIVE COMMITTEE OF THE CITIZENS' CRUSADE AGAINST POVERTY
## ON OCTOBER 10, 1966

1. Approved and adopted the report submitted by the Citizens' Board of Inquiry.

2. Expressed its full support for the work of the Child Development Group of Mississippi and recommended that the program should be continued and strengthened.

3. Called for an immediate 30-day continuation of funding for CDGM while this matter is being resolved.

4. Called for a moratorium on any new Head Start grants in Mississippi pending resolution of this matter.

5. Recommended that the Crusade offer its good offices in order to work toward a solution of this issue. To this end, designated Mr. Reuther to ask four members of the Executive Committee to serve with him on a special committee to contact Mr. Shriver for an immediate meeting in order (a) to apprise him of the contents of the report and (b) to facilitate progress toward a solution of this problem. Members of the Executive Committee asked to serve were:

    Dr. Jon L. Regier
    Associate General Secretary
    Division of Christian Life and Mission
    National Council of Churches

    Philip Bernstein, Director
    Council of Jewish Federations and
    Welfare Funds

    Most Reverend Raymond J. Gallagher
    Bishop of the Diocese of
    Lafayette-in-Indiana

    A. Philip Randolph
    President
    Brotherhood of Sleeping Car Porters

6. Authorized a public release of the report following a review of its contents with Mr. Shriver.

## SUBSEQUENT DEVELOPMENTS

1. The special committee's meeting with Mr. Shriver, set for Thursday, October 13, was cancelled.

2. The text of the Board of Inquiry report was released.

These actions were taken because it was learned on the day prior to the scheduled meeting with Mr. Shriver that the Office of Economic Opportunity had just set aside a total of $10 million and made an initial grant of $3 million to the Mississippi Action for Progress, a corporation established for the avowed purpose of supplanting CDGM. It was felt that this action, taken together with other indications of bad faith--including the funding of two other new Head Start programs in Mississippi--constituted a rejection of the Executive Committee's offer to work in a spirit of mutual trust and operated to deny to CDGM any meaningful hearing on the issue of refunding.